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Battle Creek, Mich., Jan. 31, 1879.

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Physicians of large experience are growing to realize more and more fully the importance of preparing in accordance with the principles of dietetics the waste which disease entails; and those physicians are most successful in practice who recognize the fact, that the true use of drugs is to restore to normal function the process of nutrition, on which life and health depend; and it has been a desideratum to obtain a preparation which could be given with a certainty of benefit. We therefore present COLDEN'S LIQUID BEEF TONIC to the profession with a confidence inspired by a knowledge of its universal application in disease, and guarantee its purity and perfect assimilability.

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25 per cent. spirit rendered non-injurious to the most delicate stomach.	25
30 per cent. of aqueous solution of several herbs and roots, among which are most discernible Peruvian and Calceya Barka.	30
Total.	100

I have had the process explained by which the beef in this preparation is preserved and rendered soluble by the brandy employed, and I am satisfied this combination will prove a valuable adjunct to our pharmacopœia.

Signed, ARTHUR HILL HASSALL, M.D., F.R.S., President of the Royal Analytical Ass., London.

RUSSELL SQUARE, London, W.C., 3d January, 1868. Since the date of the above analysis, and by the urgent request of several eminent members of the medical profession, I have added to each wineglassful of this preparation two grains of SOLUBLE CITRATE OF IRON.

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New York, March 24, 1883.

THE Scholar's Companion FOR MARCH

is full of bright, interesting reading for school-room exercise and home amusement or instruction. There are two illustrated stories, "The Little Wire Mouse-Trap," by J. Rathbone, and "Charles Bentham," by John R. Dennis. There is also a pretty story by Hazel Shepard under the odd title of "Copernicus Graski." Various accounts are given of curious facts, anecdotes of men and things, and several interesting talks about manners and ways, such as "Saying No," "What to Take Care Of," by R. S. Grey, a dialogue on "Slang," and Harold Stanton's little paper, "Why Joe Was Popular." There are biographical sketches of Rossini, the musician, and Jaurez, the great Mexican statesman. The Traveler's Tale this month is about Cairo in Egypt, and Miss Waterman's "Famous Battle" is that of St. Quentin. Beside these contents there is "What is an Ecting," "London Cabs," "The Rothschilds," "Arabs," "Perfumes," and a number of other articles of interest to all young people, not to speak of the School-Room, Letter Box, and Writing Club, which are very important features to many of the young subscribers.

WANTED.—Twenty-five copies of SCHOOL JOURNAL of January 13, 1883, Vol. XXV., No. 2. Any one who has a copy and does not wish for it, will confer a favor by sending to us,

WHEN the teachers of this State take an interest in education, throw away their narrow gage methods, and are willing to UNITE their forces, they will name the State Superintendent.

ALL teachers who desire to conduct teachers' Institutes during July and August, will please communicate with us; there is a demand for men and women competent to engage in this work.

In Michigan the State Superintendent of Schools resigned. The Governor filled his place with one nominated by the executive committee of the State Teachers' Association. That is as it should be.

F. W. ROBERTSON well says: "Teaching is a gift natural or acquired. To know is one thing; to have the capacity of imparting knowledge is another." This undeniable proposition is almost totally ignored. The great question is, "Do you know grammar?" If it appears that the person thus examined does know grammar, he is set to teaching grammar. And so teaching is made a farce.

THE notes of the address before the Primary Teachers' Association of this city, by Assistant Supt. Calkins, will be read with unusual interest. The principles which underlie the process of teaching children to read, were never more clearly set forth, in our judgment. The increasing number of teachers who are seeking for principles to guide their work is a most encouraging feature. By them this article will be eagerly read.

THE primary teachers of this city have sent a petition to the Legislature, asking that their salaries be made equal to those paid in the advanced schools. It never should have been otherwise; it is a relic of barbarism that is allowed to exist. A young child needs a better teacher than an older one. We are delighted at any agitation of this matter. We are ashamed that New York makes this mean distinction.

THE death of Dr. King, the gallant School Commissioner of Richmond County, will be a sad blow to all who know him. So brilliant, so helpful, so earnest, so ready to co-operate, he will be sadly missed outside of his home, as well as in it. Noble man! The teachers of Staten Island loved him greatly. Few men have been so popular. His disease was pneumonia—so fatal this year.

"SHALL we cultivate the man or the sermon?" This question was discussed by Boston clergymen recently. It was answered in a variety of ways, but all seemed to feel that the man needed the supreme attention. Felicity of speech, elaborate word painting, power of logic and of rhetoric are charming

to the hearer, but it is sympathy, it is a warm heart, it is a sound judgment that after all carries the day. Let those who would influence and benefit others, improve themselves to the utmost.

IF a teacher should ask his class in Geography about Winnipeg, we fear he could elicit but few facts. But Winnipeg has telephones, printing-presses, and perhaps elevated railroads. It has a "Business College," and a live teacher at its head, Mr. Seymour R. Eaton. We have before us a capital little "Practical Grammar," by this western teacher that is being introduced in a large number of our schools. Certainly the world is not standing still.

WE see it stated that the teachers of Atchison, Kansas, are all dismissed—not for any misconduct, but because the funds have given out! But whose fault is this? Not the teachers, surely. All that we have to say is, that if those teachers don't sue the Board of Education for the full salary, they deserve to lose their places. Let them club together and hire a lawyer, and get their money. They were hired for a year, and the board will have to pay for a year.

WE are as much opposed to "machine" teaching as it is possible to be; but we do not understand that it is to be a permanent educational feature any more than the log-cabin at the West is to be the type of American dwellings. Our system of schools is so rapidly developing, that "machine" teaching for a time is inevitable. We need so many teachers and school officers all at once, that we are obliged to employ men and women who are ignorant of the first principles of the art of teaching. We merely mention this not to excuse "machine" teaching, out to explain its existence.

It was the earnest wish of a large majority of the teachers of the State of New York, that Andrew McMillan should be chosen by the Legislature as Superintendent of the Public Schools. In compliance with this manifest wish Mr. McMillan made all proper efforts to be chosen. For these efforts, put forth in an honorable and manly way, he is justly entitled to the hearty thanks of the teachers. It was not for want of worth and fitness that he failed. They hope that he will long be spared to mingle in their councils, and bring to bear his genial good nature and his sound judgment, as he has in the past years.

IF it be possible, we want to urge every school commissioner in this State to gird up his loins for better work than he has yet done, for it seems to us that this officer is the man who can cause good schools to exist. More and more are we impressed with the fact that it is on his ability and on his vigilance that all rests. Let none but the best obtainable be licensed to teach; stir up the people with lectures, not on the theory of education, not on spread-eagleism, but on

the facts stated fearlessly. Keep the local press informed. Gentlemen, you can say whether the schools shall improve.

SUPERINTENDENT RUGGLES.

Mr. William B. Ruggles was elected Superintendent of Public Instruction in this State, March 14. In early life he was a school teacher, but of late years has devoted himself to the practice of the law. He published a newspaper in Atlanta, Ga., for some years after the war. In 1876 and 1877 he served as member of the Assembly, and under Attorneys-General Schoonmaker and Ward he was a deputy. He is a man of decided ability, and it is believed that he will make an excellent officer.

ORGANIZE EDUCATION.

The time has come for the organization of education; very much has been done, but it has been done at a great expense. That we need the combined wisdom of all the teachers in the country is plainly manifest. The teachers of each county should meet and select men and women to represent them in the State Association. The State Association should meet and spend a week in consultation. There should be committees to digest work in a manner entirely similar to that employed in the Legislature; an Executive Committee, one on Superintendency, on Normal Schools, on Moral Education, on Improved Methods, on Course of Study, on Examinations, on Primary Education, on Hygiene, on Industrial Education, on Legislation, etc., etc.

Several advantages would arise from this change.

- (1.) All of the counties would be represented.
- (2.) The counties would send up questions on which light was needed.
- (3.) The members would report to the County Associations the action of the State Association.
- (4.) The educational business of the State would be attended to on business principles.
- (5.) There would be a means of concentrating the influence of teachers upon needed reforms.
- (6.) There would grow out of this the employment of a permanent secretary, who should be paid for his services by an annual salary.
- (7.) There would be an opportunity to do something to improve education—the sole business of the State Association, and now entirely neglected by it.

"The correct forms of language are to be acquired, if acquired at all, before the pupil is old enough to study the rules of grammar. The business of the primary school is to furnish to the pupil the occasion for using all those forms of language in which he is likely to err, and practice him in the correct forms until he employs them from habit. The knowledge of grammar will furnish him with some rules for testing his own construction; but not till his habits are well formed in the use of language will he have the judgment to apply the test critically."—GEO. A. WALTON, *Report of Examination of Norfolk County, (Mass.) Schools.*

"Every language must be learned by use rather than by rules: i. e., it must be learned by hearing, reading, re-reading, transcribing, attempting imitations, and verbally, and by using the language in conversation. Rules assist and confirm practice, but they come after and not before it."—COMENIUS.

PRINCIPLES OF TEACHING.

The Art of Teaching is the art of communicating and of training to think; hence it includes all the devices employed in instructing, and in gaining the pupil's co-operation during the process of instruction. Instruction is the art of communicating, of making clear, and of building in the mind; training to think is taking the mind through such processes of thought and action as enable it to grasp principles, form conclusions, and discover truth for itself. Instruction furnishes the mind with material, training furnishes it with power; the one process makes it bright, the other makes it keen. The art of teaching cannot be communicated, though it may be acquired. There is always an unconscious skill in the practice, which is not communicable by rule. The principles on which the art depends are in the mind, guiding the thoughts, stimulating the invention, and balancing the judgment; but there is also present a spirit, a skill working through the whole. The science of teaching may be learnt thoroughly; the art must be a work of time, and must depend on the spirit in which it is engaged in.

I. *Unity.*—A lesson must have unity. It must be complete. It is not to contain all that belongs to the subject, but by a rule of selection, grouping and adaptation, everything necessary to oneness of design and effect, or as Carlyle says, "The union of like to like, which is method." This principle underlies all teaching. To carry it out successfully the following rules must be observed:—

(1.) *Aim, Purpose, Design.*—First fix upon an end. Define exactly what you aim to accomplish. "Purpose is the one thing on which success depends. To have a distinct intention, and to pursue that unflinchingly, is the only means of securing effectiveness." There must be, if an effect is to be produced, an end held distinctly in view, and a determination of everything to it; and even where the aim is simply the communication of facts, some principle should be adopted which will bind the several parts, and secure a readier reception of them by the mind.

(2.) *First Notion.*—The subject should be placed clearly before the class. This should be done so as not to suggest too much, but should give the children a definite notion of that on which they have to be employed. This rule excludes introductions which do not introduce. It prohibits beating about the bush. It saves time, secures attention, and may excite interest. How it is to be done will depend on the topic. Sometimes it may be put as a problem to be solved, at other times as a question, the answer to which has to be found, or at other times as a proposition which has to be illustrated and proved.

(3.) *Progression.*—Unity implies progression. It implies a starting point, and the cutting a road from it. It implies that the first idea, however vague and indistinct, is the first step of a series that will lead to a clear and definite result. It puts the learner on a road, every step of which is a gain, and tends to unfold a subject, bring out a principle, or produce an effect. That this may be so, the end must be held distinctly in view, the eye must be fixed upon it, until, however tiny in the distance, it at length occupies the whole field of vision. If there is to be unity in the work of the teacher, the connection of its parts must not be at random. In every lesson, and in the whole culture of the pupil, there must be a rule of selection and of adaptation. A lesson, as well as the pupil's general progress, should be a growth in the mind, each part rising naturally out of the preceding, and forming itself into the mind. Each subject has a path of its own—that is, the parts have a certain recognized order,—and that path must be pursued.

(4.) *Variety.*—Unity does not exclude variety, though it prohibits rambling, and lays a check on irrelevancy. True teaching requires the bringing together of things seemingly the most remote, and their handling so as to help the general result. This, skilfully done, issues in those pleasant surprises produced by finding identity or relation where it was not expected, which are amongst the

most powerful stimulants to intellectual exertion.

II. *Nature.*—"Follow nature" is a good maxim for the teacher. Watch how a child learns during its first years when there are no attempts at formal instruction. Note too the natural methods by which children at a later time learn when left to themselves. Mark those implicit and often unconscious processes by which they become acquainted, not only with natural phenomena, but natural laws. Extend the observation to later life. It will be found that following nature gives birth successively to the three great processes of intuition, induction, and deduction,—the mode varying as the intelligence, mental power, and purpose in view vary. Following nature we shall act in our teaching on the following principles:—

(1.) *From the Known to the Unknown.*—When that which is entirely new is first presented to the mind, there is required a greater amount of repetition to fix it in the memory, and this adds to the irksomeness of first lessons. Hence, to secure activity of mind, readiness of reception and permanence of impression, the first thing in teaching is to find out what the pupil knows that is most nearly allied to what is to be presented, in order that this may be made the means of introducing and explaining the new matter. By taking hold of something already in the pupil's mind, and dealing with that so as to evolve out of it, or place about it, what is to be given, is the best way to excite the interest of the learner, to stimulate his activity, and to secure ready reception for the new material.

(2.) *Things before Words; Ideas, then Language; Concrete to Abstract.*—These expressions point to one general principle, that of becoming acquainted with the real before proceeding to the symbol. They express the great truth that real knowledge, of many things, is only to be obtained by first dealing with the things themselves. They also teach us that a knowledge of things is more valuable than that of words, and that a knowledge of these is best obtained through a knowledge of things. Words are not knowledge, they only form the dress in which thought clothes itself, or the channel through which it is conveyed. By employing the senses of the learner on things, we may make him an active agent in his own instruction. We accustom him to examine, compare, and reflect. Language thus becomes to him a living thing, instead of a dead weight on his faculties. No teacher who cares to succeed, will be hasty to give words. Words often arrest progress, they become substitutes for intelligence, and the learners seem to know when they are ignorant. Yet it is important to increase the vocabulary of children; but it is equally so to give their language vital force. No better, no surer plan can be used than first giving ideas, and then the power to express them. Words thus become significant, and they learn to use them rightly; especially so, if they are trained always to express themselves in full sentences. In this case there is a reflex force. Accuracy in thought is associated with accuracy of speech; but the habit of accuracy in speech tends to strengthen that of accurate thinking.

(3.) *Facts to Law.*—There are several forms in which this principle is expressed. They differ only as affected by the subject of investigation. Thus we have the particular to the general, example to principle, process to rule. These expressions give us the natural mode by which children, by an unconscious induction, obtain their first knowledge; and this suggests that the same process should be followed in their formal instruction. The principle is but an extension of that dealt with in the previous section. It requires that the knowledge of natural phenomena and laws shall be obtained by observation, experiment, and induction; and in other things from experience and the collection of instances.

(4.) *Simple to the Complex.*—It must be remembered that the pupil's power of attention is weak, and his gift of discerning relations yet weaker. That which is complex implies lengthened attention in holding the parts in the mind until the whole is mastered.

(5.) *First Clear, then Familiar.*—Each part of a

lesson, each step of a process, should not only be understood, but should be made familiar. It then becomes easy, and a starting point for a higher venture. Nor let it be thought a loss of time to go over and over the same point under a variety of aspects and of illustration; for, in fact, this is the only way by which a thing can become the property of the intelligence rather than of the memory. He cannot proceed faster than his pupils can follow, and he will find that a small area offers a better field for thorough culture than a large one. "No lesson," says Stow, "is given till it is received."

ILLITERACY IN THE UNITED STATES.

(Mr. Joseph Cook in his lecture Feb. 19, devoted his prelude to illiteracy.)

1. Five millions of the fifty millions of the population of the United States over ten years of age cannot read; six and a quarter cannot write.

2. Of the ten millions of voters of the United States one in five cannot write his name.

3. The nation is now charged with the education of eighteen millions of children and youth. Of these ten and one-half millions are enrolled in public and private schools, but the average attendance is only six millions. Seven and one-half millions or five-twelfths of the whole are growing up in absolute ignorance of the English alphabet.

4. At the present rate of the increase of the number of children not attending school there will be in ten years more children in the United States out of schools than in them.

5. In all but five of the States there were enough illiterate voters to have reversed the results of the last presidential election in each of these States.

6. It is estimated by the statisticians of the Government that the total annual profit to the country by the conversion of illiterate into educated labor could not be less than \$400,000,000 a year.

ILLITERACY IN CITIES.—1. In thirty-four cities from 50 to 80 per cent. of children of school age are not enrolled at all.

2. In eighty-six cities the average attendance is only about two thirds of the enrollment, or one third of the population of school age. These eighty-six cities contain over eight million inhabitants, or nearly one-sixth of the total population of the country; but more than a third of their population of school age never enter the school-room at all.

3. New York has 114,000 children not enrolled in school at all; and the average attendance is but 132,000, (in public schools) out of a school population of 385,000.

4. Chicago—enrolls less than one half, forty-three per cent., of her children in the public schools; less than a third are habitually in school; fifty-seven per cent. never attend at all, and of these very few receive instruction in private schools.

5. St. Louis has a school population of 106,000. Of these 55,000 are enrolled; 36,000 is the average attendance, and 50,000 are growing up in a savage state.

6. Cincinnati has an average attendance at school of but 27,000, or less than a third of the whole number of her school population, while 51,000 are not enrolled at all. Out of the school population of the entire State only 28,650 are in private schools, and of these probably not more than 10,000 can be found in Cincinnati, so that 40,000 children in that city are to-day growing up in dense ignorance.

ILLITERACY IN THE SOUTHERN STATES.—1. Thirty-two and three-tenths per cent. of the voters in the South are illiterate. Of these 69.7 are colored, and 30.3 are whites.

2. In spite of all the appliances of education, the increase of illiterate voters in the South from 1870 to 1880 was 187,671. "In more than one third of the Union the ignorant voters are almost one-third of the total number of voters."

ILLITERACY IN THE TERRITORIES.—1. In New Mexico forty-five per cent. of the white population, over ten years of age, and sixty-nine per cent. of the colored population, cannot write.

2. A Territory wholly under the control of Congress, and, to speak roundly, as large as the whole American Union east of the Mississippi, Congress leaves a population of 30,000 hardy people without any legal provision at all for the education of their children.

STATE ASSOCIATIONS.

The plan to make State Associations consist of delegates is beginning to find favor. In Maryland the Alleghany County teachers resolved as follows:

Resolved, That we, the teachers of Alleghany County, recommend that the State Teachers' Association be made a representative assembly composed of the school officers of the State and Professors of the State Normal School, and delegates sent by the teachers of public schools of the State.

Resolved, That the number of the delegates shall correspond to the number of representatives of each county in the House of Delegates.

Resolved, That these authorized representatives alone shall have control of the executive business of the Association.

Resolved, That District Teachers' Institutes be formed throughout the county, whose proper officer shall communicate with the county teachers' executive committee as soon as such organization is formed.

Resolved, That the teachers of the county make a voluntary contribution of fifty cents each to the county teachers' executive committee, toward the partial defraying of the expenses of the committee appointed to represent the county at the State Teachers' Association.

Of this State Supt. Newell writes: "I very highly approve of the proposal to make the State Teachers Association a representative body, and would be pleased if you would send a copy of your proceedings to every County Examiner, with a request to call the attention of his teachers to it."

AN EXCHANGE OF EXPERIENCES.—"Do you know," said the Chaplain to me, "that little chap has just given me an awful setting down."

"How is that?" I asked,

"Well, you would hardly believe it, but ten minutes ago that boy, bright as he looks, did not know whether it was the Revolution or some other war that you and I served in."

Wouldn't I believe it, indeed! Why, it was only a few days before that a young girl of fourteen or thereabout had made a remark in my hearing, which showed that she did not know to which of our few wars the battle of Gettysburg belonged!

I said as much to the Chaplain, and he shook his head.

"My experience is even worse than yours," said he. "Principal Smith sent for me yesterday to give his boys a little talk, and as it was the anniversary of the day we broke camp for that hard midwinter march of ours in Virginia, in '63, my mind naturally reverted to campaigning days and I gave the boys a talk which, 'if I do say it that shouldn't' kept their eyes and ears open till I got through. As for Smith—you know he lost a brother at Chancellorsville—the old fellow nearly broke down when he thanked me after I was done. Just now I was coming down town, when something tugged at my coat, and turning I discovered that little fellow whom you saw."

"Well, my man," said I, "what can I do for you?"

"Oh, it's nothing much, sir. We fellows at school liked what you said yesterday first-rate, but at recess we got a-talking about it, and we couldn't quite make out whether you was on the British or American side."—*The Continent*.

ALEXANDER H. STEPHENS.—This prominent historical character of the South passed to his final rest March 3, after many years of active labor maintained in the face of personal sufferings that would have compelled ordinary people to keep to their beds. He was born in Georgia, February 11, 1812. Although poor health was his inseparable companion, he achieved fame as a young lawyer, began public life in the State Legislature. In 1843 he was elected to Congress, and was almost a continuous Representative from that year to 1882, except during the period of the Rebellion. Last year he was chosen Governor of Georgia. The physicians say that his death resulted from overwork of the brain—his duties having been heavy and his attention to them unabated. His weight was about ninety pounds, and in these later years he always occupied a wheeled chair, being unable to walk. His voice was like that of a child.

THE SCHOOL-ROOM.

FOR MEMORIZING.

[With appropriate motions.]

Two little hands, so soft and white,
This is the left, and this is the right.
Five little fingers, standing on each,
So I can hold a plum or a peach.
When I get as big as you,
Lots of things these hands will do.

Right into our house one day,

A dear little angel came,
I ran to him, and said softly,

"Little angel, what is your name?"

He said not a word in answer,

But smiled a beautiful smile,

Then I said, "May I go home with you?"

Shall you go in a little while?"

But mamma said, "Dear little angel,

Don't leave us! Oh, always stay!

We will all of us love you dearly!

Sweet angel! Oh, don't go away!"

So he staid, and he staid, and we loved him,

As we could not have loved another.

Do you want to know what his name is?

His name is—*My little brother*.

THE FROGGIES.

Twenty froggies went to school,

Down beside a rushy pool;

Twenty little coats of green,

Twenty vests, all white and clean.

"We must be in time," said they,

First we study, then we play;

That is how we keep the rule

When we froggies go to school."

Master Bullfrog, grave and stern,

Called the classes in their turn,

Taught them how to nobly strive,

Likewise how to leap and dive,

From his seat upon the log,

Showed them how to say "Ker-chog;"

Also how to dodge a blow

From the sticks which bad boys throw.

Twenty froggies grew up fast,

Bullfrogs they became at last;

Not one dunce among the lot,

Not one lesson they forgot;

Polished in a high degree,

As each froggie ought to be;

Now they sit on other logs,

Teaching other little frogs.

For the SCHOOL JOURNAL.

NOTES ON FIRST STEPS IN READING.

[The "Primary Principals' Association" of this city invited Assistant Superintendent Calkins to give them a "Talk on Reading," at their meeting on Monday afternoon, March 12th. We are happy in being able to give notes of what he said on that occasion for the benefit of our many readers who were not present. There is not a primary teacher in this broad land but will read his remarks with profit and pleasure.—Ed.]

A knowledge of child-mind should direct the work of teaching children. I desire you to bear in mind this statement during the consideration of the subject about which we are to talk this afternoon. It is proper that we inquire at the outset—What do children know, pertaining to that which they are to be taught in reading, when they begin their school attendance? You must agree with me that they *use* and know the meaning of many words, probably from two to three hundred words, and also that they *use* and know the meaning of many short sentences.

Now, a knowledge of the order in which children learn single words and sentences will aid us in deciding as to what the first instruction in reading should be, and with what it should begin.

When you remember that the child learns names of things, single words first, and sentences afterward, it is proper to infer that single words should be *taught first*, and taught as they *are* learned, as *whole words*. And it affords me pleasure to be able to say that the manner in which this work is now

generally done in our primary schools is worthy of commendation. But I think there is room for improvement in the matter of teaching the reading of sentences; and it is to the consideration of this point that I desire now to invite your special attention.

First, let us inquire how the child learns the use and meaning of simple sentences. Does he begin to learn these by putting together the single words that he knows, and then observe the result—a sentence? Does the child learn to use a sentence as a whole in expressing his want or thought? The answers to these questions may aid us in deciding how to teach the reading of sentence.

When the child is learning the names of objects and names of actions, as single words, each word is a unit: so in learning sentences, the group of words that represent the thought is the unit, or the least whole number. Now, if the child learns first to use sentences as wholes, to express his thought, then the first teaching of the reading of sentences should begin with short sentences as wholes, and not with the putting of two or more known single words together, and asking the child to state the result.

The teaching of single words is begun with those names which are familiar to the pupil by use. The learning to read sentences should begin with those which are familiar to the learner by use.

In reply to the inquiry—How can the teacher ascertain what sentences are familiar to and used by her pupils, I answer—In the same manner as that by which she learns what words are familiar to them—by conversation with her pupils. Such sentences as the following may be readily obtained from pupils that have been in school for a few weeks:

Make a fire.	Set the table.
Wash the dishes.	Sweep the floor.
Spin a top.	Fly a kite.
Roll a hoop.	Throw a ball.
Go to school.	Learn to read.

In observing the sentences that are familiar to your pupils, it will be noticed that many of the words in these have not been taught to them. Perhaps you will ask—Should the single words in the sentence, which are unknown to sight, be taught first? I answer—Teach the sentence as a whole first, then teach the unknown words afterwards, just as the whole word, as a name, was taught first, and the letters that formed the word afterward.

You may desire to ask—What advantage comes from teaching the pupils to read familiar sentences as wholes before teaching all the single words in each? Some of the advantages may be inferred from the following statements:

When a method of teaching conforms to a natural mode of learning, the result is natural and practical. In speech the words used fall into those groups which best express the thoughts of the speaker, and thus constitute sentences. When the familiar sentence is taught as a whole, the words that compose it are read in their proper groups, naturally, because it is the habit of the pupils to use them thus in speech. But when sentences are taught from the reading of single words in succession, the words are read as words only, and not as groups of words joined to express thoughts. And you well know how difficult it is to train children to read words in their proper groups. Yet I believe that this difficulty can be overcome by teaching pupils to read at sight short sentences which they use in conversation, and then teaching the form and spelling of the words in the sentence afterward.

After the pupils have learned twenty or more single words, it is a common practice for teachers to point at several words in succession, and then to ask the pupil what sentence is formed by them. Such a practice leads the pupil to read each word singly, because the thought which is necessary to the grouping of them has not yet been observed by the young reader. Since its tendency is not that of leading the pupils to notice that words should be read in groups, as well as spoken thus, this is not a proper method of teaching for the early stage of reading. Further on I will endeavor to point out

the proper purpose and place for the practice mentioned. That you may understand why I object to the use of this mode for the first lessons in reading sentences, I must invite you to a careful study of child-mind, and to an examination of the different mental processes in learning to read. If you will pursue investigations in this direction, without partiality in favor of any previous habit of teaching, you will reach conclusions that will be of great value to you, and of profit to the pupils under your care.

THE FIRST MENTAL PROCESS IN READING.—The first mental process of the child in reading properly consists in learning to know by sight, words, phrases, and sentences previously known by hearing, and by his own use of them. Training the child in the doing of this should constitute the first work in teaching reading to young pupils. All that has been said, thus far, relates to this early stage of learning to read.

Having made statements as to how children learn single words, and how they learn and use short sentences, and mentioned some of the modes of teaching sentences, I will now state briefly what I consider an order for teaching reading, that will lead to excellent results:

First.—Teach single words, names and actions, that are familiar to your pupils by use.

Second.—Teach pairs of words, qualities and names, that are familiar to your pupils by use, as my hat, new cap, red top, good boy, his slate, old shoes, nice dress, large house, fine day, etc.; and teach the spelling of these in pairs, also.

Third.—Teach phrases and short sentences that are familiar to the children by their own use of them. Teach them with but little consideration as to whether or not the words have been learned previously. Teach the spelling in phrases and sentences, also.

Since the pupils know both the meaning and common use of the words thus learned, no definitions should be taught up to this point in their progress; to do so would be worse than a waste of time.

All the work in teaching reading, thus far described, pertains to the first mental process of the learner.

SECOND MENTAL PROCESS IN READING.—By the second mental process in learning to read, the pupil is required to discover the thoughts represented by words already learned, when those known words stand in new combinations, and in sentences not yet learned by sight. The familiarity already acquired with pairs of words, common groups, and well-known sentences, will greatly assist the pupil in learning to read new lessons intelligently.

An excellent method for beginning to teach the reading of sentences, so that the thought represented shall become more prominent than the words, is to place on the blackboard several words which the pupils have learned by sight, then request them to find the words that form a given sentence, as, "Roll a hoop," "The dog can bark," "A horse can trot," "I can fly my kite," "See my top spin." The teacher might change the exercise slightly by saying to the pupils: "Find the words that tell what you can do with your kite;" or, "what a girl can do with her hoop," etc.

When the pupils have become familiar with exercises of this kind, the teacher may point to several words that form a sentence, and request the children to read the sentence. The pupils may also be encouraged to make sentences from the known words on the blackboard.

After training in exercises of the kind already mentioned, the pupils will be prepared to discover for themselves the thoughts represented by simple sentences, and ready to begin reading from books.

PETRIFIED WOOD IN NEVADA.—On the bank of a deep canon in Nevada, near what is known as the Lower Sink of the Carson River, there is a stratum of petrified wood, about five feet thick, and exposed along the canon for over one hundred yards. All is so thoroughly petrified, and so natural in appearance, that at a distance it seems to be a lot of cord-wood stacked up on the bank of the canon. The wood is covered to a depth of from three to five feet with earth and gravel.

GOOD NIGHT.

FOR RECITATION.

A fair little girl sat under a tree,
Sewing as long as her eyes could see;
Then smoothed her work, and folded it right,
And said, "Dear work, good-night, good-night."
Such a number of rooks came over her head,
Crying, "Caw, caw," on their way to bed;
She said, as she watched their curious flight,
"Little black things, good-night, good-night."
The horses neighed, and the oxen lowed,
The sheep's "Bleat, bleat," came over the road,
All seeming to say, with a quiet delight,
"Good little girl, good-night, good-night."
She did not say to the sun, "Good-night,"
Though she saw him there, like a ball of light;
For she knew he had God's time to keep
All over the world, and never could sleep.
The tall pink fox-glove bowed his head,
The violet courtesied, and went to bed;
And good little Lucy tied up her hair,
And said, on her knees, her favorite prayer.
And while on her pillow she softly lay,
She knew nothing more till again it was day—
And all things said to the beautiful sun,
"Good-morning, good-morning; our work is begun."
—LORD HOUGHTON.

THINGS TO TELL THE SCHOLARS.

WHEN a glass stopper sticks in the bottle, pass a strip of woollen cloth round the neck of the vessel, and see-saw it backwards and forwards. This friction heats and causes the neck to expand, so that the stopper becomes loose. On this principle of expansion by heat a tight screw may be withdrawn from a metal socket by surrounding the latter with a cloth dropped in boiling water.

FRUIT-GROWERS in Florida say that dry sand is the best packing for oranges and lemons. It must be quite dry and no paper used. The fruit must touch the sand: Experience warrants keeping for five months, at least. The dry sand has absorbing power that apparently takes up all exudations subject to decomposition, the rind being very porous. Naturally the thoughtful mind suggests that, on the same principle, dry sand must have similar preservative effect on other fruits, such as pears, plums, nectarines, apples and other smooth-skinned varieties.

THE ODOR OF CEDAR.—The pleasant odor of cedar, according to Mr. E. Lewis, appears to be as persistent as the wood itself. Slivers taken from white cedar stumps found 12 ft. under water at low tide, near the Narrows entrance to New York harbor, had the odor of the newly-grown wood, and a piece not more than twice the size of one's finger, perceptibly scented a drawer for more than a year. "It is certain," says Mr. Lewis, "that the coast where the trees of which these are the stumps grew has since undergone a depression of 18 to 20 ft., an event which may have occupied as many centuries."

NOTEWORTHY EVENTS.

March 13.—1,200 persons have been arrested for complicity in the anarchist movement in Andalusia.—Earl Spencer has retired from the office of Lord President of the British Council.—The disabled steamer City of Chester, which was thought to be lost has been towed into the harbor at Halifax, N. S., by the steamer Missouri.—The steamer Arctic arrived at Halifax from Dundee, Scotland, reports having encountered terrific storms in the Atlantic, besides having passed through 250 miles of field ice.

March 14.—Goods for the Vienna electric exhibition will be exempt from custom duties.—The Madagascar Treaty with the U. S. was ratified in the State Department.—Action has been taken in the New York Assembly in favor of the Niagara Falls Park.

March 15.—M. de Lesseps has gone to Tunis to direct the surveys for creating an inland African sea.—Three thousand English weavers are on a strike.—American pork has been prohibited in Germany.—The Mississippi is falling at Memphis and Helena, and the outlook is encouraging.

March 16.—An explosion occurring in the Local Government Board Offices, in Westminster, London, destroyed much property and caused great excitement. No one was injured.—Russia proposes the organization of an international detective force to cope with anarchists, nihilists, Fenians and socialists.

March 17.—Reduction of Indian Railway rates cheapens the price of wheat in the London market and increases the competition with American wheat.—Lieut. Harber has been authorized to continue the search for Lieut. Chipp and his party, during the coming summer.—An international exhibition will be opened at Calcutta, on the 4th of Dec. 1883.

For the SCHOOL JOURNAL.

LESSONS IN HISTORY.

BY CHARLES GILBERT.

The pupils read over the given lesson, and at the recitation they are sent to the blackboard and draw lines as below:

PERSONS.	PLACES.	TIME.	EVENTS.
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Then they proceed to fill out the columns. A name is given to one; to another the principal places; to the third the time or date of the transactions, and to the fourth the events; all to be written in the pupil's own words. As is readily seen, but four can at first participate at the board; but the rest of the class may be ready with their corrections, or any addition which may be omitted by the others, and are necessary to its completion. Then will follow the connections, perhaps made by the teacher, who will call upon individuals of the class to answer as he points to the list of persons, using such questions as, "Who?" "Where?" "When?" "What?" To illustrate, take these notable events of history: The landing of the Pilgrims at Plymouth Rock, Magellan's voyage around the world, Columbus' discovery of America, etc. When properly connected they will appear thus:

PERSONS.	PLACES.	TIME.	EVENTS.
Magellan.	West Indies.	1519.	Circumnavigation of the globe.
Columbus.		1492.	Voyage of Columbus.
Puritans	Plymouth.	1621.	Landing of the early fathers.

LESSONS ON OBJECTS.

1. *Shape.* Show a brick. Let each pupil have a piece of a brick. Measure the brick. How many surfaces has it? Give other things with six flat surfaces. What call them? *Cubical.* Measure the width the thickness, what is the difference? Notice the shape of each surface. *Oblong.* Measure the length, how many inches? Could you alter the shape? How? What does the bricklayer do when a brick is too large?

2. *Material.* Of what made? Of what colour is clay? Clays are of various colours. What is the colour of the brick? What has been done to change its colour?

3. *Making.* Did you ever watch a brick made? Where? In what state was the clay at first? How made smooth? How is the brick shaped? What do you call that in which it is shaped? A mould. How is it the brick does not fall in pieces? What do we call clay? *Adhesive.* When the bricks are taken from the mould where are they placed? How are they placed? What is that for? *The air to get to them to carry off the moisture.*

4. *How made hard?* Where are they placed? What is a kiln? How are the bricks piled in the kiln? Where is the fire kindled? What does the heat do?

5. *Uses.* To build with, very convenient. How placed. How held together?

For the SCHOOL JOURNAL.

LESSONS IN GEOGRAPHY.

For pupils in grades 8 to 10—(that is 8 to 10 years of age).

The true method of teaching geography is the *concentric* method; this begins with the spot where the teacher and pupils are; from that spot they go out on all sides. No subject is so well fitted for representation, and none needs it more. To teach this subject properly the blackboard must be constantly used.

Map Drawing.—The teacher must of course be able to draw the maps. This is usually considered a great difficulty; it will seem to some impossible. But let the teacher take courage; he is not making maps to be put in books; it will not be expected that he draw them like an engraver. If he cannot remember the form let him at first hold the map before him. But this will deprive him of the freedom and spirit that he will have by drawing from memory. Let the teacher go boldly forward, he will, by drawing, draw better every day—he can

spend some extra time in practicing map drawing. With a pencil and any rough paper he can draw map after map and locate rivers and cities. The writer covered the envelopes of the letters he received and then encroached on the letters themselves—using up odd bits of time until he was able to draw readily and accurately. Maps so drawn will be small, of course, but they will give the teacher practice.

Size.—On the blackboard, the maps should not be too large. About one foot square for Ohio will answer all purposes. Let the lines be neatly drawn; the wavy lines for rivers will need special practice. Where many states are connected, the maps may be smaller. On a blackboard 3x4 feet the writer had two pupils draw the map of the entire United States.

Proportion.—Any minute statement of the length of the boundaries, etc., will over-burden the memory—and return no profitable results. That Ohio is about as long as wide; that Indiana is twice as long as wide, etc., will be accurate enough for the purpose in view. The maps are made simply for illustrative purposes and it is not expected they will be perfectly accurate. Accuracy grows by criticism. One person makes an A different from another, but if it can be recognized as an A that is enough; not for beauty, but for the purposes for which it is used. Nevertheless teach them to draw as well as the time will allow.

Time.—The usual time allowed for a map should not be over two minutes; but pupils will learn to draw Ohio very neatly in one minute and even in half a minute. This may seem incredible to one not familiar with this method, but rapidity is acquired every day. The map of the United States referred to above was drawn in about twenty minutes.

Gradualism.—An important principle at the basis of this method is that of presenting but one difficulty at a time. The usual method is to present all that can be learned about Ohio in one lesson. But the true method is to paint at first the great outlines, then add something new about Ohio day by day; the pupils will find something more by looking in the text-books or in histories, so that in a term a vast amount will be known and learned by constant repetition. This is the "snow-ball" method; what is learned you roll it over day by day and increase it.

Text-Books.—This plan does not propose the non-use of a text-book. The pupil will be found to examine a map and to read the text with unusual care if he is to draw a map and point out and describe the cities and rivers. The teacher refers the pupil to the text-book for any information he may want.

Recitation.—The time may be divided into three parts. (1) That taken by the teacher in drawing. (2) That taken by the pupils. (3) That taken by pupils in explaining.

Explaining.—After the work has progressed a few weeks the pupils will draw maps quite complete; they may then be called on to take the pointer and name all the towns, rivers, etc., and describe them as fully as they can.

THE METHOD.

The lessons that follow suppose the teacher and pupils to be in the State of Ohio. Assembling his class the teacher proceeds to talk to them, about Ohio, drawing a map to show them what he means.

LESSON I.—In what state do we live? "Ohio." I will draw our state. (Draws the eastern boundary.) That is the eastern boundary; it separates Ohio from Pennsylvania. (Draws the Ohio river.) That is the Ohio river; it separates our state from West Virginia (points), and from Kentucky. (points) (Draws northern boundary.) That is the shore of lake Erie; it separates our state from Canada (points)—that separates us from Michigan. (points) (Draws western boundary.) That separates us from Indiana. (Erases map.)

I will now draw the map again, and as I make the boundaries you may name them in concert. (D. E. boundary.) The class say "Eastern boundary of Ohio, separates Ohio from Pennsylvania." (D.

S. boundary.) "Ohio river, separates Ohio from West Virginia and Kentucky." (D. N. boundary.) "Lake Erie, separates from Canada; Northern boundary of Ohio separates from Michigan." (D. W. boundary.) "Western boundary, separates Ohio from Indiana."

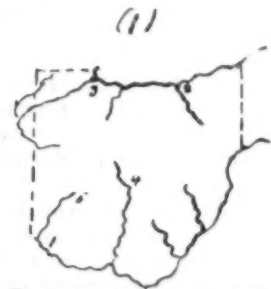
This will probably end the first lesson. The teacher will ask the pupils to look at the map and practice the drawing of it on their slates. He may need to draw it a dozen times to give the class familiarity with the forms.

LESSON II.—The teacher will draw the map as in the first lesson, and the pupils will name boundaries. This will require about two minutes. Erasing the map the teacher will call for volunteers to draw the map. These will draw, and then comments will be made in respect to accuracy, etc. Here will be the place to speak of the proportion of the work. In the case of Ohio, by a scale it will be found that it is about as long as it is wide.

LESSON III.—(a) The teacher will draw the map as before and the pupils will name boundaries. (b) The pupils will draw the map. (c) The teacher will draw the map and the pupil name the boundaries; then the teacher draws the Maumee river and gives its name. "That is the Maumee river" and so of the rest of the rivers. Erasing the map he will draw it again and the pupils will name the rivers as he puts them in. That is when he draws the Maumee river they call out in concert, "Maumee river." He draws Sciota. They announce "Sciota river," etc. Then he will call on volunteers to draw the map and put in the rivers. As before two minutes is enough time to consume in this.

LESSON IV.—(d) The teacher will draw the map and put in the rivers and then proceed to designate the cities by figures. Locating Cincinnati by the figure 1, he says "that is Cincinnati," and so of the rest of the cities. Erasing the map he will draw it again and the pupils will name the cities in concert. Then he will call on volunteers. As these volunteers draw, the pupils name the boundary, river or city. This repetition of the names familiarizes the pupils with them. They see, they name, and some of them make the thing that is named. As before two minutes will suffice to draw the map and place in it the rivers and cities. Let the teacher require rapidity (1) to force the study and drawing, (2) to obtain promptness, (3) to give all an opportunity to draw.

Let figures be so placed that the relative importance of the cities will be shown. Thus Cincinnati is the largest as shown by figure 1, etc.



Caution.—Do not put in too many rivers; do not put in too many cities. Let the steps be taken gradually. Begin with putting in four or five rivers and four or five cities; and others afterwards. Do not load them memories.

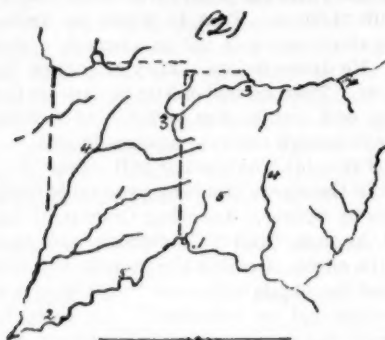
Explanation.—The map being completed the teacher takes the pointer in his hand and, facing the class, says: "I will explain this map. This is a map of Ohio. It is bounded on the north (pointing) by Michigan and Canada from which it is separated by Lake Erie, on the east by Penn., on the S. E. by West Virginia, from which the Ohio river separates it, on the S. W. by Kentucky, also separated therefrom by the Ohio; on the west by Ind. The chief rivers are the Maumee, which discharges into Lake Erie; the Scioto, which discharges into the Ohio, etc., etc. The chief cities are Cincinnati in the S. E. part of State, Cleveland, etc. (Returning.) Cincinnati is the largest city: it is distinguished for its extensive manufactures its pork-packing establishment, etc., etc., etc. (See text-books.)

The teacher will now ask pupils to volunteer to explain. Of course they will not be able to go into details, at first; it must not be expected. But as the "snow-ball" rolls over it will gather more material. By asking "who can add anything more about Cincinnati?" or "who can say anything more?" new material will be furnished each day.

LESSON V.—The teacher draws the map and puts in the rivers and cities, doing it in a rapid, sketchy manner; the pupils will name the boundaries, the rivers and cities.

Such a question as this repeated from time to time will fix the proportions. How do the length and width of Ohio compare? "It is about as long as it is wide." Having Ohio on the blackboard the teacher proceeds:—(e) What state is on the west? "Indiana." I will draw Indiana and you may name the boundaries. (Draws the southern boundary.) "Ohio river separates from Kentucky." (Draws its boundary.) "Northern boundary of Indiana separates from Lake Michigan." (D. W. boundary.) "Westerly boundary of Indiana: separates from Illinois."

In a manner similar to that employed on Ohio the State of Indiana is constructed: its rivers and its cities indicated. Call for "explanations." It will appear on the blackboard as below.



LIBERTY AND DRUNKENNESS.

FOR DECLAMATION.

"All men are born free and equal," says the constitution of the United States. "They are endowed by their Creator with certain inalienable rights, among which are life, liberty, and the pursuit of happiness."

Now, what does Liberty mean? In an organized society it means that no one can be allowed to do what is detrimental to the well-being of others. It means Justice to all.

Justice forbids all enterprises dangerous to public health and morals. It forbids crime and gambling dens; it forbids the carrying of concealed weapons, shooting within city limits, the erection of wooden buildings within fire limits; it forbids contagious diseases, slaughter-houses, etc. Now what is done about the liquor traffic and its relations to public safety?

The liquor traffic is the cause of the increase of the drinking habit and its unavoidable result—drunkenness. It puts in continual danger the lives of great numbers of women and children and sober men, by turning loose upon them the degraded and crazed slave of strong drink. From 60,000 to 100,000 lives perish annually on account of it. Numberless crimes are the result of it. Judge Noah Davis tells us that nine-tenths of all murders which are brought before the courts are the result of strong drink. The report of the Commissioner of Internal Revenue says that the people drink up more money than twelve times the cost of schools and churches. Thousands of families become paupers through it.

We tell you that our lives, our liberty, and the pursuit of happiness is stopped by the liquor traffic.

The German Government has completed the preliminary preparations for opening the Weser to sea-going vessels from Bremen Haven to Bremen. Six years will be necessary to complete the work. Its completion, however, will have great advantage for trade, as it opens the way for an immense business between New York and Bremen.

EDUCATIONAL NOTES

NEW YORK CITY.

At the sessions of the Presbyterian Sunday-School Institute, New York city, "The Principles of Teaching applied to the Sunday-school" was discussed by Rev. Dr. M. R. Vincent, of the Church of the Covenant. Dr. Vincent said that teaching was a science and rested upon principles; he believed with Herbert Spencer—though he did not believe much of Spencer's doctrine—that the symbols of knowledge could never take the place of knowledge itself. Children should not be taught by rote but by illustration, and should not be set to learning Scripture verses they were unable to understand. An archbishop once said that to teach a child verses in Scripture in the hope that he would learn their meaning after he got older, was like making him swallow his food first and chew it afterward.

ELSEWHERE.

NEW HAVEN.—A gift of \$60,000 from A. E. Kent to Yale College will be expended in the erection of a new chemical laboratory.

NEWARK.—Mr. Walton N. Ellis, one of the special teachers of music in New York City Schools, has recently been appointed to a similar position in the Newark Normal School. The Newark Board of Education have made a good selection. Mr. Ellis is not only an educated musician but a natural teacher as well. He will do a good work for the young ladies of the Normal school; they will acquire an admirable method of teaching. C.

ALBANY.—On March 14 Mr. William B. Ruggles was elected Supt. of Public Instruction for three years on joint ballot. It seems that the Assembly thought it would vote him in on "joint" ballot and tried it. When the Senate came in they tried it over again. 94 Democrats voted for him and 52 Republicans voted for Neil Gilmour. The law says it must be done by joint ballot and hitherto it has been considered that a ballot meant a piece of paper with a name written on it. The election was *viva voce* this year. Is it legal?

PENNSYLVANIA.—(Armstrong Co.)—Supt. G. O. Stockdill has completed his tour of the schools of Armstrong county and says he thinks the teachers are better prepared for their work than they were last year, and are accomplishing much more in the schools. Prof. Stockdill was a country school teacher before he was elected to the office of Superintendent; he is a zealous worker, devoting his whole time in the interests of the schools encouraging those who are doing good work and stirring up those whose schools show their indifference.

OHIO.—The seventeenth annual session of the Hamilton County Teachers' Institute will be held at Newtown, Ohio, beginning Aug. 20. There will be three sections. Instruction in the first section will have special reference to work commonly done in classes below the Fourth Reader grade. In the second section, the instruction will be adapted to the work of the Fourth, Fifth and Sixth Reader grades. In the third section, the Science and Philosophy of Education will be more particularly presented by the instructor, and discussed by members of the Institute attending this section. Teachers should signify to which section they wish to belong upon enrollment, and as far as possible, be found with that division. It is to be an Institute of methods. Supt. R. W. Stevenson, of Columbus, O.; Prof. John Mickeltorough, of the Cincinnati Normal School, and Messrs. A. B. Johnson, of Avondale, and C. E. McVay, of Clifton, have been employed as instructors.

NEW JERSEY.—State Supt. Apgar writes to Geo. W. Hoss, of Kansas: "Yours of the 9th inst., making inquiry relative to the practical working of our law forbidding corporal punishment in our schools, is received. The law, when first enacted, was regarded by the teachers generally, as a mistake. The great mass of them now, however, consider it a wise measure. At the outset the teachers thought corporal punishment essential to the proper management of a school. The law had the effect of leading them to seek other modes of government, and the result has been, that instead of regarding corporal punishment as necessary, they agree that their schools are more easily managed without it, and that better order is secured. At a recent institute, where a large number of teachers were convened, the question was asked, 'How many would like to have this prohibitory provision of the law repealed?' and a vote was taken. Every vote was in favor of retaining the law."

MILWAUKEE.—The schools of Milwaukee have won a national reputation. At a recent visit of Col. F. W. Parker here he expressed himself in the highest terms of praise as to their methods and general condition, the

Second District primary has attracted much attention. Mr. D. C. Luening is principal and a live man, constantly on the look out for new ideas and suggestions that will benefit his school. He has invented a great many novel appliances himself, which are used to great advantage in his schools, and could be used with similar results in every school. Among other inventions he has had patented an "illustrating numeral frame." Into this colored and pictured slides can be inserted, which form a great aid in teaching the fundamental rules of arithmetic in the primary classes. The two things that strike children are colors and pictures, and these are used in this frame. The front of the frame has a series of perforations; the lower row shows ten approximately square openings, where the different color strips are inserted to teach addition, subtraction, multiplication and division. The middle row of perforations shows the geometrical figures generally taught in the lower grades. And by inserting variously colored strips, so as to cover these perforations the figures are brought to view, and the pupil is kept so interested that every lesson will be stamped upon his memory. This row of perforations also presents the pupil with the first forms for his drawing exercise. It also has a string of twenty balls attached for counting purposes. This frame is far superior to the ball-frame. It will become very popular, it is believed. J. M. K.

MINNESOTA.—The visiting committee to the St. Cloud Normal School report that "the prompt responses of the pupils and the ready solution of problems given at random by request of the committee, satisfied us that the instruction is thorough and exhaustive. We did not see a teacher with a text-book in his hand, and the recitations impressed us as being remarkably free from subservience to this useful but much-abused accessory of the school-room. The classes all gave evidence of being deeply interested in their studies. The committee were especially pleased to see so much attention given to professional work, both theoretical and practical. All pupils sufficiently advanced are required to devote a large portion of their time to the theory of education and practice with classes in the primary department. It is difficult to see how a pupil can enjoy such drill for a few terms and be guilty of the mistakes common among young teachers. The discipline of the school is beyond criticism. The most experienced observer can detect no defects and he certainly would be puzzled to suggest improvements. The perfectly concerted, even rhythmical movements, the gentlemanly and ladylike demeanor, the cordiality and respect shown to teachers, the intense industry observed on every hand, and the scrupulous neatness and order displayed in the building and its surroundings, all indicate the supervision of a masterful mind supported by an able and harmonious corps of assistants. It would pay the State to support such a school merely to show the possibilities of discipline, if for nothing else."

The basement of the building has never been completed in consequence of a want of funds, but the time has come when its completion is imperatively demanded for the accommodation of the school. At present the practice classes are scattered all over the building, causing much trouble and loss of time. The Normal Home is in a dilapidated condition. The doors, windows and even siding offer but little resistance to the fierce winds that sweep over the bluff, and the occupants have suffered severely from cold during the present winter. It is utterly unfit for use, and yet it is indispensable to the school. For want of accommodations of any kind, more than thirty young ladies had to return home at the opening of the present term. A new and more capacious home must be erected in the near future, or the school must cease to grow. The institution is painfully destitute of philosophical apparatus and other accessories essential to modern teaching, and the committee earnestly recommend that a small appropriation be asked for to supply the defect. Many of our city high schools are much better equipped than is the St. Cloud Normal School, and this state of things ought not to be suffered to exist an hour longer. (If the Legislature of Minnesota reads that report and makes no appropriation, it is not fit to be a Legislature—it doesn't know its business.—Ed.)

CHICAGO.—The schools of Chicago under the able supervision of Supt. Howland, are apparently in an excellent condition. In the first place they have good, well lighted and ventilated buildings, with all the modern appliances and tools to work with. The teachers are intelligent and earnest and in harmony with the superintendent and principals. Then, too, they are allowed more opportunity for original work than in most of the Eastern cities. They are less under the

restraint of the "machine" that commands "cram," which curses so many of our cities. They do not regard the "new education" as a phantom, but something real, which they can grasp and utilize. Strange to say, they do not claim perfection (most cities claim their schools are the best in the world), but eagerly look for suggestions. Among the schools I visited, the Douglas, Mr. Orville T. Bright principal, presents some excellent language work which attracts a great deal of attention. Mr. Bright is himself a student and has written a valuable work on language, which was published by Harper's. His school is one of the largest and best conducted in the city. Mr. Bright must be considered as extraordinarily well fitted for his post, possessing extensive intellectual attainments and able to develop the co-operation of his assistant teachers. He has made his school one of the best in the city.

The suburban schools rank exceedingly well; among these the Oakland school deserves special mention. Its principal, Mr. Charles J. Parker, is cousin to F. W. Parker, and he happily seems to entertain and put in practice the advanced ideas in his school that his cousin advocates.

It is evident that Col. F. W. Parker's lecture on "Education" and Prof. Adler's lecture on "The New Ethics" have set the thoughtful minds of this city to work; two of the most prominent ministers selected last Sunday "education" as a theme; they frequently quoted from the above-named speakers. Rev. Dr. Lorimer, of the Emanuel Baptist church, said that our common school system was in great need of ethical and moral training. He did not believe because, by the accident of birth, a child was in a low and degraded state, nurtured by ignorant and thoughtless parents, that society was not responsible for his moral training; rather the responsibility rested more heavily upon us; that it would cost the country less to educate its children properly than to allow them to become criminals and then to catch them, prosecute them and keep them in prison; that the question is, do we prefer to prevent or remedy; that we had not reached perfection in our methods; that true education did not mean scholarship but manhood; that great responsibility rested upon the church in this matter. He made a strong appeal for industrial schools, and closed by asking the question, "Shall the devil educate or shall Christ? It will be one or the other."

J. M. K.

FOREIGN.

EGYPT.—General Stone, who has just arrived in this country, is an American who has had much to do with affairs in Egypt. His work in Egypt was principally connected with the organization of Khedive Ismail's army, beginning in the year 1870. He saw at once that the great necessity for the army and the great mass of the people was instruction and education. A large number of the officers could neither read nor write. Alongside each captain there was a civilian clerk who prepared all the papers of the company, and alongside each chief of battalion there were civilian clerks who did for the battalion what the company civilian clerk did for the company, and thus the whole administration of the regiments, the control of the pay, the clothing and the rations, were in the hands of civilians. The Khedive ordered that no man should be promoted in the Egyptian army unless he could read and write. The whole Egyptian army became immediately a great school, giving an hour and a half each day outside of their regular duties to education. So great was the effect of this that four years afterward seventy-six per cent of the whole Egyptian army could read and write. This carried instruction throughout the whole country in the class of peasants, because the soldiers finding the advantage of instruction, desired the same advantages for their children. He soon found that the non-commissioned officers brought their young sons to the school to learn in the hours of their recreation what they themselves were learning. He then saw the time had come for the establishment of a soldier's children's school. These schools (established in 1873) were so successful that that in 1878, when the great financial difficulties fell upon the Khedive) there were 2,800 sons of soldiers receiving good education in these schools, and some of them had reached the higher branches of geometry and drawing. Unfortunately for Egypt, which was thus introducing instruction to the lower classes, the salaries paid to the Ministers were raised in such proportions as to absorb all the fruits. The English Minister of Finance had his pay raised from \$15,000 to \$30,000 per annum, the French Minister of Public Works the same, while each of the native Ministers had \$7,500 added to his annual pay.

GENEROSITY is the accompaniment of high birth; pity and gratitude are its attendants.—CORNEILLE

LETTERS.

(The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

The TEACHERS' INSTITUTE has been a faithful companion for over two years. When puzzled over school-management, there was always some article that would help, either on my or the pupil's part, directly or indirectly. It has been a help at our meetings, since all the teachers but one in the township are subscribers. The expression, "the INSTITUTE was good this month," was often heard. It has been a splendid help in our literary society. To some of us teachers the question arises; "How is a poor boy who may have excellent talent, tact and intellect for the noble profession of teaching, to obtain a normal school education?" As I understand you would keep such a one out. D. H. K.

(I take the stand that no one should teach who has not learned the art. I urge every young man to go to a normal school and learn the art. I was poor enough at the age of 19, but borrowed the money and went to the Albany Normal School and learned how to teach. The poor boy who wants to be a teacher should act in the same way as a poor boy who wants to be a physician.—A. M. K.)

Can you tell me where I can obtain raw cotton bursting from the pod, as an illustration for my boys who have taken the "cotton subject" into consideration? I must give common object lessons, such as, "articles of clothing, food, minerals (as coal), etc." Where can I obtain specimens to present to them? L. E. H.

(For raw cotton, write to the postmaster of small towns in the South, in the cotton district. The other articles can be easily obtained in the cities, wool, cotton, flour, coal, flax, wheat, etc.—Ed.)

The problem $75 + 8 \times 25 + 38 \times 89 - 72 \times 7 - 100$ came in a letter, and was handed to a teacher who was conversing with us at the moment. He figured upon it and I published his solution. But at once protests came, probably fifty have already arrived; probably many more are troubled over the wrong solution. The problem was handed to Prof. John Dunlap. He says: "I would simplify the expression thus: $8 \times 63 \times 7 \times 17 + 75 - 100 - 59,951$. This agrees with the answers that have come to us.

I hope you will have an article giving a clear idea of a copyright. I do not know the exact way of obtaining a copyright, or where the application should be made. Would you be so kind as to give me the name of some little text-book on entomology. I have Steele's Zoology, which does not treat the subject as fully as I like. Who publishes Mrs. Lincoln Phelps's Lectures on Botany, and Alphonso Karr's "Tour Round my Gardens?" Where can I find out how to pronounce the technical names in entomology? They are not in Webster's Academic, but may be in Unabridged Illustrated. S. NORRIS.

South Columbia, N. Y.

(You obtain a copyright by sending the title-page of your book to the Librarian of Congress at Washington D. C., with fifty cents. Then you can put in title-page, "copyright by S. Wilson, 1883," etc. S. E. Cassino, of Boston, publishes Riley's Hand-book of Entomology, \$3.00; Austin's \$1.50. A. S. Clark, 26 Park Place, N. Y., will send Mrs. Lincoln's Botany, but Wood's is far better. Karr's "Tour Round my Gardens," will cost about \$1.25. Pronunciation will be found in Worcester's, or Webster's Unabridged.—Ed.)

I have been reading the INSTITUTE nearly two years with great pleasure and profit. I have a class in reading that I am anxious to give lessons in vocal sounds and training of the organs of speech. They pronounce well, but read in all tones and without good expression. Can you, and will you publish such directions as will enable me to give them the drill they require? I spent five weeks at an Institute last summer, but did not get anything new on the subject of reading. L.

(As to drilling pupils, see elsewhere. How many Institutes will be held this year that will be of no use to those who attend? This is a great subject. To be able to benefit a teacher is not in every one's power. Those who cannot do it, ought not to try.—Ed.)

Feeling somewhat acquainted with you through your paper, TEACHERS' INSTITUTE, I beg to ask you to aid a young teacher. I want to attend some good normal school. I will be greatly obliged to you if you will give me the name and address of some such school or schools, which you think to be the best in U. S. J. H. McC.

(It will be impossible to give the name of the best normal school. There is undoubtedly a great difference existing between those which are termed "normal schools;" some are mere academies and poor ones at that; some are schools that teach penmanship merely. It is very important that a young person get into a genuine normal school. The schools supported by the State are to be preferred to those outside usually, but some good private schools exist. The Missouri, Ill. and Ind. schools are nearest you.—Ed.)

Is it good policy to get one's life insured? I receive a salary of \$1,500, and I am urged to get my life insured for my wife's benefit. What I fear is that I may lose my situation, and then I may not be able to keep up my policy. C. R. C.

(This is a question of much importance, and I cannot be answered with a "yes" or "no." Life insurance ought to be good for just such persons, and yet few such insure. It appears that from 1870 to 1880 in the census reports, that 1,261,905 policies were given up; as very little was given to the holders, here was a great loss. It is this loss you wish to escape. If you insure get a "paid-up" policy.—Ed.)

The only fault I find with the INSTITUTE, is that it comes only once a month. I shall send for the SCHOOL JOURNAL. When I think of what a teacher might do, I feel almost like giving up in despair, but hope some day to fully occupy the position of a teacher as it should be occupied. What work on teaching would you advise me to get? J. H. H.

(Payne, Page and others are good. Kellogg's "School Management" is also regarded as an excellent and practical volume of condensed ideas.—Ed.)

I lately visited a school where the teacher's mind was preoccupied, and he said at the close of the school, "Oh, I am so glad to get out of prison; I would not teach if I were not obliged to have the pay." This teacher did not want an educational journal of course. With me it is different. I am always sorry when my school closes; my mind is on my school and its improvement, therefore I can govern them easily. I give no lectures on their badness; they are not bad to me. M. PALMER.

There is a tendency to begin at one end of a line of numbers and work through to the other end without examining the meaning. I have had trouble in removing this false idea from the minds of many pupils who have been taught (?) mental arithmetic. I remember this example: Find the value of $a + b \times c + d$, when $a = 5$, $b = 4$, $c = 2$, and $d = 6$. By substitution we have, $5 + 4 \times 2 + 6$. I began at the left and took the quantities in consecutive order, and was surprised that 24 was not the answer. J. M. C.

In Thomas J. Hudson's article in February number of INSTITUTE, 1883, page 109, there is a mistake. Did he not intend to say, "for a dollar I get $\frac{1}{2}$, not $\frac{1}{4}$ yds. I multiply $\frac{1}{2}$ by $\frac{1}{2}$ to find how much that will buy?" GEO. W. COPLEY, Independence, Iowa.

(There is a mistake; that is clearly seen by examining the solution. It must have been made by the printer, who thought it needful to "invert." As a dollar buys $\frac{1}{2}$ yards, $\frac{1}{2}$ will buy $\frac{1}{2}$ times $\frac{1}{2}$ yards, or $\frac{1}{4}$ yds. Thanks, Mr. Copley.—Ed.)

Will you please give, in the SCHOOL JOURNAL, the correct pronunciation of the name of the Greek letter used in geometry to designate the ratio of circumference to diameter? J. A.

(The English spelling of it set opposite its name is Pi. I have always heard it pronounced with a long sound to the "i."—Ed.)

EDUCATIONAL MISCELLANY.

WHITTIER'S SCHOOL DAYS.

The earliest of Whittier's associations are found in the poems, "Snow-bound" and "In School Days." The little school-house no longer "sits beside the road," having been sold and removed a number of years ago. It had hardly started on its journey when one of the wheels on which it was placed broke down, and the building was left in the middle of the road until burned by the boys.

There are still left faint traces of the foundations, a stone wall having been built directly across the site of the fire-place. On digging into the ground at the end of and near the western embankment, I found the remains of the chimney where it had fallen to the ground; the sod had grown over the bricks, and mingled with them were fragments of plaster from the walls, and pieces of broken window-glass turned iridescent with age, as though these fragments of "the western window-panes" still reflected back a few last rays of the "winter sun" which long years ago "shone over it at setting."

The blackberry vines clambered around my feet, the sumacs still grew thickly about the place, and even a faint depression in the greensward showed where

"The fest that creeping slow to school
Went storming out to playing."

It required not much effort for imagination to see once more the sweet brown-eyed heroine of the country school and her bashful boy hero of half a century ago:

"Still memory to a gray-haired man
That sweet child-face is showing;
Dear girl! the grasses on her grave
Have forty years been growing!"

But only the poet knows by what name his little heroine was called.

Mr. Ayer, living in the next house to the Whittier homestead was a play-mate of the poet, and went with him to the same road-side school. At the sale of the school-house he came into possession of the "master's desk, deep scarred by raps official," afterward disposing of it, and it was carried away to parts unknown. A few of the benches were also saved, to be afterward destroyed, and some boards left after the burning of the building were worked up into various little objects.

"Can you tell us, Mr. Ayer," said we, "who was the little girl in 'In School Days'?" "Well," he replied, "there were several girls who attended the school in Whittier's time, all nearly of the same age; but I am inclined to think it was my little sister Lydia. She died when she was fourteen, and lies buried in the family lot just over the hill."

GEO. M. WHITE, in *Harper's Magazine* for February.

CHEMICAL DISCOVERIES.

Alexander, of Aphrodisia, first used the word "chemistry"	A.D. 400
Geber discovered or described aqua fortis, aqua regia, lunar caustic, distillation, etc.	Died 765
Rhaslo discovered or described oil of vitriol and alcohol.	Died 923
Raymond Lully described preparation of nitric acid, "aqua prima."	Died 1330
Basil Valentin, salts of antimony, spirits of salt, about	1410
Boyle founded chemical analysis.	Born 1626
Brandt discovered phosphorus.	1669
Black described fixed air.	1757
Priestly discovered oxygen (dephlogisticated air).	1774
Scheele discovered chlorine.	1774
Lavoisier explained the nature of air, oxygen, etc.	1775
Cavendish discovered hydrogen	1784
Berthollet introduced bleaching by means of chlorine.	1789
Leblanc invented alkali manufacture.	1791
Dalton published his laws of multiple proportion and atomic theory.	1801
Davy discovered sodium.	1808

Gay-Lussac published his volume theory.	1809
Avogadro's law published (equal volumes of gases at same temperatures and pressure contain an equal number of molecules).	1811
Berzelius, electro-chemical theory.	1819
Mitscherlich's discovery of isomorphism.	1819
Dulong and Petit, law of specific heats.	1819
Frankland's theory of atomicity of the elements.	1852
Development of equivalence theory by Frankland, Kolbe, Kekule, Couper, Odling, Wurtz, Cannizzaro, etc., from	1858

CONGRESS.—The basis of representation for members of congress for 1883 is 154,000, that is, one member is allowed for that number of people. The 48th Congress came into power March 4, 1883.

The present number, three hundred twenty-five, is apportioned as follows:

Alabama,	8	Mississippi,	7
Arkansas,	5	Missouri,	14
California,	6	Nebraska,	3
Colorado,	1	Nevada,	1
Connecticut,	4	New Hampshire,	2
Delaware,	1	New Jersey,	7
Florida,	2	New York,	34
Georgia,	10	North Carolina,	9
Illinois,	20	Ohio,	21
Indiana,	13	Oregon,	1
Iowa,	11	Pennsylvania,	28
Kansas,	7	Rhode Island,	2
Kentucky,	11	South Carolina,	7
Louisiana,	6	Tennessee,	10
Maine,	4	Texas,	11
Maryland,	6	Vermont,	2
Massachusetts,	12	Virginia,	10
Michigan,	11	West Virginia,	4
Minnesota,	5	Wisconsin,	9

The Constitution provides that Congress shall meet on the first Monday in each year, consequently, there will be no session of the 48th Congress until that time, unless ordered by the president. The first regular session of a Congress may continue a full year. The second regular session must close on the third day of March, at which time the term of the members of the House of Representatives expires.

WORK done in order to win a prize is not likely to be one's best work. A "prize story," or a "prize poem," or a "prize picture," or a prize artistic design of any kind, is rarely first-class work in its line. It may, indeed, be better than its competitors—although that is not a certainty; but it is hardly possible that the highest and noblest activities of mind and heart should be drawn forth merely to win a prize. When one is thoroughly absorbed in his work for his work's sake, or for the sake of one dear to him, he is in a way to put his whole soul into his endeavors, as he could not be in the mere purpose of going ahead of rivals. A good illustration of this truth is given in a recent sketch of the life of Giovanni Dupre, an Italian sculptor, who died in Florence a year ago. After several attempts—more or less successful—at winning prizes by artistic execution, Dupre was working hard for another prize, when word came to him that the proffered prize was withdrawn. "In his first fury of disappointment, he dashed his model to the ground, and broke it to pieces. And yet this very passion was but another step to his fame; for in his repentance he determined to atone for it by some grand work—a work which should live, and which he would produce alone, with no thought of winning prizes, and with no help from academies." Then it was that he designed and wrought his Death of Abel, on which his future fame was builded; and which can never be forgotten by one who has looked on it in the Pitti Palace, in Florence. Had Dupre continued to work for prizes, his best energies would never have been called forth; and his permanent reputation would never have been secured. And so in every department of mental activity; prize-offering and prize-seeking cannot bring out the best that is in those who are possessed of high possibilities.—*S. S. Times.*

PERSONAL NOTES.

ONE of the most genial book agents in this city is Mr. K. N. Washburn, who represents Porter & Coates of Philadelphia. Mr. Washburn has only been here two years, but has managed to extend his popularity through Massachusetts, New Jersey and New York State, among school officers and teachers to an unprecedented extent.

MR. H. E. HAYES, of D. Appleton & Co.'s educational department, will make a trip South next month on horseback, with some of his old war-time comrades. They will visit the old battle-fields, where they stood shoulder to shoulder nearly twenty years ago. A holiday will not hurt Mr. Hayes, who devotes himself closely to the interest of the great firm, with which he is connected.

MESSRS. BRAGG AND LEAMAN, of the well known text-book house of Van Antwerp, Bragg & Co., of Cincinnati, O., are visiting this City. This firm will follow their fine series of readers with a new geography. It is to be something remarkable as a text-book. A brief examination of some of the first proofs of the illustrations for the geography give the impression that they are sufficiently handsome for Holiday gift books. This firm is ably represented in this city by Messrs. Baker and Arthur Cooper.

THE firm of A. S. Barnes & Co., are constantly increasing their list of valuable text-books. Gen. Alfred C. Barnes, the member of the firm who directs the extensive business they do, is one of the hardest workers we are acquainted with. Every detail of the establishment comes under his immediate supervision. With all his numerous duties the General has a kind word for all those having business to transact with him, and thus he has become deservedly popular with educational people. This is undoubtedly one of the secrets of the close hold this firm has on an immense patronage.

EFFECTS OF DESTROYING THE FORESTS.—About six miles northeast from the city of Almeria, Spain, is Pechina, once an important town where shipping was carried on. There may yet be seen the wharves and stone buildings that served the purposes of commerce a few hundred years ago. The former river is dry land for six miles, even to the edge of the Mediterranean. As the forests have been cut off and the natural means of retaining the moisture in the mould and alluvial covering of the mountains and hills has been destroyed by the washing down into the river bed, the mountains have become bare and desolate. The unfrequency of rains there has become a matter well known. When they do come, the river bed is a roaring flood, and "straight is dry again." By this the shoal at the mouth of the (once) river is constantly extending into the sea, so that immediately after one of these flood it has been known to have extended a half mile. What will our vast country become if the forests, furnishing the supply of our rivers, and so graciously withholding and distributing it through the seasons, are to be devastated? Ties for the supply of 100,000 and odd miles of railway alone is a tax upon the forests of even this great country formidable to think of. Thus devastated, and the alluvial coverings of the hills and mountains of river sources washed down as they are in Spain, we may picture the Hudson, Delaware, Susquehanna, James, Ohio, Missouri, and even the Mississippi mere sand beds; and in future time history may record the navigation of those (once) streams, and be illustrated with pictures of steamers that plied upon their waters in the busy commerce "of old."

AT the celebrated Gartsherrie works of the Messrs. Baird, near Glasgow, Scotland, the gases that were wasted in making iron are now made to do double duty. Beside being utilized in the common way by being put to the heating of boilers, etc., they are now, before being put to this use, made to yield the tar, ammonia, etc., which they contain. It is said that this is done without affecting the smelting process, or at all interfering with the value of the work formerly performed by these so-called waste products.

FOR THE SCHOLARS.

COPERNICUS GRASKI.

BY HAZEL SHEPARD.

"Mother," said Sallie Sayre, "have you heard the name they have given Anna Graski's baby brother? It is Copernicus. Did you ever hear of such a thing? What do you suppose made them do it?" "I presume," answered Mrs. Sayre, "that they named him after the great Copernicus whom Mr. Graski admires so much." "Who was the 'great Copernicus,' mother, and why does Mr. Graski think so much of him?" "That is what I would like to have you find and tell me." "Where shall I look; ask Mr. Graski himself?" exclaimed Sallie. "You might, if you go there to tea next week, but you will do better to try for yourself, rather than tax him for the whole story. Let me see, when do you go to take tea with Anna?" "Thursday," said Sallie. "It is now Friday; you can easily find out a great deal about him before that time."

There were no lessons that afternoon so Sallie got the encyclopedia and went right to work to learn all she could of Copernicus. She kept so very quiet about what she read, that the week passed by, without Mrs. Sayre hearing any more of it. Thursday afternoon, while Sallie was getting ready to go to Anna's, her mother thought she would like to know if her daughter had yet learnt anything of Copernicus. "Oh, yes! I have thought and learned a good deal about him so I don't believe I'll have to ask Mr. Graski anything." And happy to have the chance of revealing her newly gotten knowledge, she began:

"In the year 1473, Nicholas Copernicus, was born in Thorn, Prussia. His father was a surgeon, and gave his little Nicholas the foundation of a classical and scientific education. He afterward went to the University of Cracow in Poland. While there he read an astronomical almanac, written by Regiomontanus, the man who brought decimal fraction into use in arithmetic. The almanac, with its curious notes on the planets, set the young Copernicus a-thinking. He had a habit of observing closely and thinking of what he saw, and now bent his energies toward understanding the rising and setting of the sun. Don't it seem strange, Mother, every one knows now, and then no one did. He used to stand at his garret window night after night, trying to learn the secrets of the heavenly bodies. Some of the other students used to ridicule him for it, and he must have looked strange in his long Polish gown, standing there looking so intently at the sky."

"After receiving his medical diploma from this University, he went to Rome and there studied astronomy under the man who wrote the almanac he had found so interesting. The two were warm friends and studied astronomy together, but soon the fame of the pupil was greater than the master's."

"In 1503 Copernicus left Rome, and went to Frauenburg, a small town in Prussia, where his brother, a bishop, had kindly had him appointed canon. There he spent his mornings in attending to his sacred duties, his afternoons in going about among the poor and doctoring them free of charge. In the evenings, after vespers in the old Church of St. John, he used to climb to the cathedral tower, which is still standing, and there all alone, the great man studied the heavens throughout the night."

"It is said that like the Italian poet, Dante, Copernicus talked so little in general conversation, and appeared so reserved in manners that he was very bad company and was never invited to dinner. But, you know, he was a profound thinker. Visitors to Frauenburg are still shown the ruins of a hydraulic machine that he built nearly four hundred years ago."

"Up to the time of Copernicus the theory of Ptolemy, that the earth stood still, had been undisputed. Copernicus found that this theory did not correspond with what he had discovered in studying astronomy; besides the movements of the heavenly bodies, he thought, must be governed by simpler laws than the theory of a fixed earth made them appear to be. Year by year it grew upon him that the sun was the centre of all the heavenly bodies; that only the moon went round the earth; that the sun and stars must stand still; that the earth was a planet, moving between Mars and Venus; that the motion which seemed to be in the heavens was caused by the earth's turning on its axis; and that the stars were an immense distance from the earth."

"For thirty six years with great patience he worked to prove his theories before he would give them to other thinking men, who were everywhere anxious to know them. In 1543, in broken health, Copernicus sent his works to be printed; he longed to see that done before

he died. When the first copy came from the printer, he received it with tears, and, paralyzed as he was, clasped it to his side and expired. His theories were not generally received; at all events they were contested."

"Half a century after his death Pope Paul the Fifth said his book was 'false and opposed the word of God;' but many received the new ideas more than two hundred years later. Then Copernicus' theories were acknowledged to be true and another Pope revoked the decision of Pope Paul."

"In Cracow there is a great statue of him, bearing the words in Latin: 'Stand, O Sun, Move not.' One account of him that I read said the Poles delighted to honor him, and you know Mr. Graski came from Poland, and then he is a professor of astronomy too, although he will not allow us to call him professor."

"You have done beautifully, Sallie," said Mrs. Sayre, after the little girl had ended her long story. "How did you remember so well?" "I wrote it all out in my own words twice over. I wanted to be so sure and not forget. If Mr. Graski finds I know something of Copernicus, perhaps he may care to tell me more about him, so I want to be very sure of what I do know."

They were at the door by this time, and just as Sallie was going Mrs. Sayre kissed her and said, "My little daughter has made me proud of her to-day, by studying earnestly to know about so great a thinker."—*Scholar's Companion.*

A QUEER CAT.

A remarkable cat lives at No. 93 Fifteenth street, South Brooklyn. From an early age she has displayed a great fondness for hatching out chickens. She sits on eggs like an old hen until the feathered young break the shell, and then she cares for them as affectionately as if they were kittens. Several families of chickens have been hatched by her. This remarkable cat was seen in a large bird cage in one corner of the kitchen. There was a nest of straw and in it four eggs on which puss had stretched herself. Several chickens were walking around picking up corn and meal. They seemed to possess as much filial affection as is generally shown by little chicks for their natural mothers. They pirouetted about the cat in the most familiar way, climbing on her back, enjoying her warm coat of fur until a movement of her body tumbled them off. After she had become weary of sitting the cat carried her young to a different part of the inclosure. Her method of transportation is by the neck, and the chickens do not seem to mind this kind of transit any more than if they were kittens. She has never made a meal of her little ones. It is related that when her first chickens appeared, she carried one of them by the neck up the cellar stairs. The flesh of the young bird being very tender, and the journey somewhat long, blood soon flowed. Instead of devouring the chick after she had tasted its blood, she applied her tongue daily to the neck until the wound healed."

The cat came to this house about a year ago, unheralded and unknown, and the next day was found on a nest of eggs deserted by a hen who should have been sitting. She was driven off repeatedly, for fear she would break the eggs; but, persisting in her purpose, brought forth a brood of chickens that astonished the household. About a score of chickens have been brought into the world through her agency, eight of which survive.—*Scholar's Companion.*

THE INVENTOR OF THE MUSIC SCALE.—There are few who cannot sing the eight music-syllables forming the scale, *do, re, mi, fa, sol, la, si, do*. There are in reality only seven, as *do* is repeated to begin a new scale. The inventor of this scale was a monk named Guido Aretinus, who was born at Arezzo, in Italy. At this town, on Sept. 23, a statue of him was unveiled. As to the time he lived we cannot be exact; it was 990 or 991. He invented the use of lines and spaces now called "the staff" have which been used ever since. He also used the F clef, and the names of the first six notes of the scale, these latter being the first syllables of six cadences of a hymn to St. John the Baptist: 1. *Ut queant laxis,* 2. *resonare fibris;* 3. *Mira gestorum;* 4. *Jamuli tuorum;* 5. *Solve polluti;* 6. *labii restum, Sancte Joannes.* Many years after Guido's death the scale was brought to its present form by the addition of *si* and changing *ut* to *do*. A portrait of Guido hangs in the refectory of the Monastery of Arellana, bearing the inscription: "Beatus Guido, inventor musicae." Of his life very little is known, although he left several important and valuable treatises on the art of music. When you sing these syllables remember the ingenious Guido.

HORSFORD'S ACID PHOSPHATE

is an appetizer; it stimulates the stomach to renewed activity, and in many ways tones up and invigorates the whole system.

THE LITTLE WIRE MOUSE-TRAP.

BY J. RATHBONE.

Frau Hansel and her two children, Gretchen and Fritz, lived in a little village a few miles from Bremen, in Germany. She spent her time in industriously knitting shawls and jackets for one of the large stores in the city. The children went to school, for Germany is famous for giving every child an education. One evening there were the marks of a mouse's teeth upon the cheese and the bread. "Ah," said the Frau, "I must get a mouse-trap." Both of the children were at once interested to know about the mouse-trap.

"You'll see it when I bring it. The little mouse will go into it, but he never can get out."

"But, why will he go in? Can't he see that he cannot get out?"

"No, mice are not as wise as men; they don't think."

The next day the wonderful mouse-trap was brought home. It was a little round wire cage set on a flat piece of wood, and having a cunning little hole in the top, where the mouse could squeeze in, but not out.

When night came, Frau Hansel put in some cheese to tempt the mouse and set the trap on the hallway floor. The first thing next morning Fritz ran to the trap; he cried out in delight, "There's a mouse in it; a mouse in it, Gretta." All looked at the frightened little tenant of the new trap with interested eyes. Frau Hansel told Gretchen to go for the neighbor's cat, and soon she returned with Tortoise in her arms. Gretchen had to hold her very tight, too, for Tortoise was hungry and thought this would make a nice breakfast. But the mouse looked so very cunning, helpless and pitiful in the bright little trap that the children could not but watch it. It stood up on its little hind feet peeping through the bars, and then it would drop down and run round and round vainly seeking some way out.

"It can't understand why there is no hole to go out."

"It should have thought of getting out as well as getting in."

The children had never seen a mouse close by before and felt that they would like to keep it always and have it for a plaything. They watched its curious little ways, its display of fear and its anxiety to escape, but by and bye Frau Hansel said they must let Tortoise have it, for it was now time to get ready for school. A little door on the side of the trap was opened and the mouse leaped out; but Tortoise sprang upon it and carried it off in her mouth. The children felt sad for the thoughtless little mouse.—*Scholar's Companion.*

TRAVELERS TALES.—NO. IV.

Egypt has one large and quite beautiful city; this is known as Cairo (Ky-ro) to Europeans, and it is called *Mas-el-Kaherah* by the Arabs; *Kaherah* meaning "victorious." It was founded about the end of the tenth century by a Moslem general who had been sent from Tunis to invade Egypt; he signalled his victory by building a city, which became the capital soon after it was founded. It has gone through many sieges, and had a prominent place in the history of the Crusades. The great Moslem conqueror, Saladin, built strong walls around Cairo, and founded the citadel on the hill at the southern end. The city is about two miles broad by three in length, and stands on a plain, overlooked by the range of Mokattam Hills. A new section called Ismaileeyah has been recently added, increasing the size of the city greatly.

Cairo was the city of the Caliphs, or Moslem rulers, down to 1517; from that time till it was captured by the French in 1798 it was the chief city of the Turkish province of Egypt. The French held it three years, when it was captured by the Turks and English; ten years later Mohammed Ali became an almost independent ruler of the country, and from his time up to the recent war, Egypt has been ruled by his family, annual tribute to Turkey being paid.

Cairo is still the capital of Egypt; the Viceroy or Khedive lives there except during the hottest part of summer, when he goes to his palace in Alexandria. Egypt since the war has been under European control, but neither England or France wants it, so it is now proposed that the Khedive govern the country, assisted by able ministers, a legislative control and an elective assembly.—*Scholar's Companion.*

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BOOK DEPARTMENT.

NEW BOOKS.

ENGLISH LITERATURE IN THE EIGHTEENTH CENTURY. By Thomas Sargent Perry. New York: Harper & Brothers. \$2.

This volume contains the substance of a course of lectures delivered in Cambridge. It is an attempt to point out the more evident laws that govern literature; also the principles that lay at the foundation of the literature of the last century are analyzed. The long winded style is forever gone. To point out the causes of this development is indeed the work of a master. He begins with the Renaissance and shows how the enormous influence it exerted on society was felt in literature. It will be seen that the work this writer has attempted is indeed a large one. Here he says is our present literature. It is in quite a complete form. How has it grown out of the literature that once existed? He explains it by tracing the changes. Milton's prose was indeed clumsy, though few like to say it. He tells us that Addison and Pope were the beginners of the new style in which ideas and not words predominated; after them the "long winded" style had entirely disappeared. The influence of Dryden had entirely disappeared, yes forever disappeared.

The new era begins with Addison. He wrote simply, he wrote what men could understand, he wrote of life as he saw it, so that his influence was great; every body read the *Spectator*. Pope had his influence too; having the art of condensation and clearness his poetry was much read; in fact he was greatly admired; for before him the poetry was so stilted that it was difficult to comprehend. Pope may be called the poet of common-sense. From this point progress is plain. The author traces the operation of the development of our literature in a very interesting way. We see that expression by means of language has been something obtained only by slow and laborious efforts; it has been subject to laws beginning deep in the mind and affected by the arrangements of the social fabric.

PRACTICAL GRAMMAR: a text-Book for use in public schools and in English departments of business colleges. By Seymour R. Eaton, Winnipeg, Manitoba: R. D. Richardson.

We were taken by surprise to receive from the extreme north-west a copy of a new grammar. We had supposed Winnipeg to be a small collection of houses surrounded by the "forest primeval." Here comes a grammar nicely printed, and with every indication that all the appliances of book-making exist in perfection. The book we learn has met with a large sale: the first edition was published less than six months ago, and it is used in many schools. The book is a very good one; it is fitted for the purpose of teaching a pupil how to use the English language. After a very careful examination of it, we pronounce it a most practical work. Mr. Eaton has done a good work in bringing it out, and we believe it will become very popular. It is what our common schools have long needed.

(1) INDUSTRIAL EDUCATION A NECESSARY PART OF EDUCATION. By John S. Clark. (2) MANUAL EDUCATION. By Prof. C. M. Woodward. Boston: The Prang Educational Company.

(1) This is a paper read by Mr. John S. Clark before the American Institute of Instruction in Saratoga last summer. It is the report of the Committee on Industrial Education, that recommended the use of objects to develop the sense-perceptions, also of experiments, the teaching of drawing, and the use of tools for mental development. In support of these recommendations Mr. Clark presented most cogent arguments. The paper was considered last summer as a very able presentation of the matter. Most other writers have looked at the subject narrowly, but Mr. Clark gave breadth to the discussion. He showed what the JOURNAL has long claimed, that the actual work of the world is productive, and that professional labor is less and less in proportion as civilization advances. The paper deals with a subject of the highest importance, and it should be read by every teacher who desires to acquaint himself with the latest and best thought on the subject.

(2) "Manual Education" is also a valuable paper. It considers the need of workshops, not with reference to mental development, but with reference to hand-culture. This is out of the range of our public schools, and proposes a kind yet to be developed. It will be a long time before trade schools will be supported at public expense, but the discussion is timely.

RECEPTION DAY, No. 2. New York: E. L. Kellogg & Co. 30 cents.

The second number of this quarterly issue confirms the impression made by No. 1 of the series, that no more practical publication of its kind has ever come to our notice. The dialogues are fresh, original, of good moral and intellectual tone, and are well arranged for management, requiring little or no stage furniture. The pieces of prose and verse for recitation and declamation are well adapted to general use, there being a good supply of all kinds for young and old, all of which are suitable for use either in public or private schools. A noteworthy feature of the book is the number of verses for very little children: pretty pieces of poetry which are easy to learn, and have the proper sentiment to be committed to the memory of those whose characters are but beginning to form. The volume is neatly printed and is bound in paper covers printed in two colors. It is agreeable to know that a fresh supply of such good material may be had quarterly at the small cost of one dollar a year.

A TREATISE ON TRIGONOMETRY. By Profs. Oliver Wait and Jones of Cornell University. Price \$1.25. New York: John Wiley & Sons.

This book is designed as a drill book for the school-room, but it is so arranged that it may be used either for the elementary instruction of the ordinary college class, or for the higher work of teachers and advanced scholars. It is philosophical in its arrangement, precise in its definitions, logical in its demonstrations, copious in its exercises, and clear in its style. It is a small book with a great deal in it, but so well digested that every important principle is distinctly stated and proven, and every important operation is fully explained.

It is a convenient hand-book for the Engineer, and an invaluable introduction to the study of the higher mathematics.

HAYDN'S DICTIONARY OF DATES AND UNIVERSAL INFORMATION RELATING TO ALL AGES AND NATIONS. Seventieth Edition. By Benjamin Vincent. New York: Harper & Brothers. \$6.

This is a remarkable volume, and contains matter of a most valuable kind to the general reader and student. It was first published by Joseph Haydn in 1841, and was well received. When the seventieth edition was called for it was recast by Mr. Vincent, and twice as much material was added, and it was much improved in every way.

The subjects in this volume are arranged in alphabetical order, so that it is really a cyclopedia. Its special value consists in the investigation of the dates connected with the subjects, for example, in the usual cyclopedia we find the title "Abacus." In this volume the date 546 B. C. is given as that of its invention. Or take the title "Abdications." We find the entire list of abdications of sovereigns—in many cases the day of the month. But perhaps its most important feature will be perceived when we turn to political or geographical subjects. Take that of "Abyssinia," for example. Here we have upwards of forty dates connected with what is held to be a very obscure country. Under such a title as "France" we find pages of dates carefully compiled. Such a compilation could only be made after very great labor—after research of the most careful nature.

These points may indicate in a brief way the great value of this volume.

As a work of reference it seems almost indispensable. It presents the fruits of extensive reading on all subjects, it reaches further than to the dates alone, it seems to comprehend what one would most like to know expressed in figures, and so under many titles we have the populations of countries and cities. It thus becomes a volume of great value for libraries; for a school library or for a teacher's library it will be found a most useful book. The care that has been taken with the dates is something worth mentioning. On comparing it with a carefully prepared cyclopedia, it is believed to be entirely accurate, as no discrepancy is apparent in many test cases. A character for accuracy has been so well won by this volume, that if a date is cited from it the controversy is ended.

MAGAZINES.

Our Little Ones and the Nursery with its pretty stories and verses and lovely pictures is out for March. Among its attractions are—"The Monkey's Story" as told by himself, "Where Tom Found his Manners," "Jamie and the Pear," "The Donkey that Lives in a Castle," "The Baby Cage," "Harry's Winged Mouse," beside a number of other stories, verses and a pretty piece of music by T. Crampton to the words, "My Little Primrose Flower."

The Musical Record for March 3 has some valuable reading matter, and a very fair piano and violin arrangement of Hardinge's "Fife and Drum March," by Sep. Winner.

The March number of our Little Men and Women is very pretty. The print is large and very clear for little eyes, and the pictures are as numerous as they are beautiful. All the stories and verses are very interesting.

The Pansy for March is full of charming and instructive reading matter. It is enough for its recommendation to say that it is edited and largely written by Mrs. Alden, the "Pansy" who has given so many good and charming books to young people. This magazine is well illustrated and admirably adapted to young people.

Vick's Illustrated Monthly for March has a fine colored plate of Portulacas and a number of valuable articles upon these flowers, as well as the Chinese primrose, Cyclamex, Forget-me-not, Cauliflower, Seed-time, Asparagus, and many other topics of interest to professional and amateur horticulturalists.

Among the most attractive papers presented in the Continent for March 21 is Helen Campbell's "Three Stages in American Literary Development." It is beautifully illustrated with engravings from famous paintings.

BOOKS RECEIVED.

Animal Intelligence; by G. J. Romaine; cl., \$1.75. New York: D. Appleton & Co.

History of the People of the United States; by John Bach McMaster; cl., \$2.50. New York: D. Appleton & Co.

English Literature in the Eighteenth Century. \$2. New York: Harper & Bros.

English Literature in the Eighteenth Century; by Thomas Sargent Perry; cl. \$2. New York: Harper & Bros.

Haydn's Dictionary of Dates; 17th edition; by Benjamin Vincent; cl. \$6. New York: Harper & Bros.

Wealth Creation; by A. Mongredien; cl., \$1.25. New York: Cassell, Petter, Galpin & Co.

A Concise English History; by W. M. Lupton; cl., \$1.50. Boston: Roberts Bros.

Twenty-Eighth Annual Report of the State Commission of the Ohio Common Schools. Columbus, O.

Thucydides Translated into English by B. Jowett, M.A.; cl., \$3.50. Boston: D. Lothrop & Co.

Introduction to English Literature; by Prof. James Baldwin. Vol. II, Prose. Philadelphia: John E. Potter & Co.

Forty-Sixth Annual Report of the Board of Education of Massachusetts. Boston.

Industrial Education; by J. S. Clark. Boston: Prang Educational Co.

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Publisher's Department.

Upon application, specimen copies of a very attractive Drawing Series will be sent to any teacher by Messrs. A. S. Barnes & Co., of New York and Chicago. This series comprises the Primary, Intermediate, Advanced and Instrumental courses, with cards or books, and manuals for teachers. It is a valuable series, and most conveniently arranged for assisting the teacher and instructing the pupil, being based upon the experience of successful teachers of drawing.

Our readers attention is called to the closing out sale of Mr. R. Worthington, at 770 Broadway. No finer collection of standard works, rare books in cloth and handsome bindings can be found in the city. And as Mr. Worthington intends to devote himself entirely to his own publications, a rare opportunity is afforded of purchasing books at greatly reduced rates. A "Clearance Catalogue" will be sent on application.

The announcement of Messrs. Robert S. Davis & Co., will be found on the last page. They publish Parker & Marvel's Supplementary Readers, an excellent series, which is sold in parts at 15 cents each, or complete at 80 cents. Mr. Orlando Leach, of 19 Bond street, is the New York agent for this firm.

S. W. Green's Son of New York, publish several standard works. They have issued a number of standard novels from George Elliot, Charlotte Bronte, Cooper, etc., neatly bound and printed, for 75 cts. each. In the illustrated catalogue sent free on application, we see announcements of Josephus' works, Plutarch, translations from Tasso, Homer, etc., at very reasonable prices.

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[From the *Peoria Ill. Medical Monthly*, July, 1882.]

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[From the *Boston Musical Record*, Aug. 26, 1882.]

We have used this in our family for many months, and it is what is wanted in every household. (Editor.)

[From the *Boston Pilot*, July 15, 1882.]

Many persons of well-known integrity and high standing, whom we can vouch for, have used it in their families and pronounced it all that is claimed for it. In many of our institutions, and hospitals it is used extensively. It is the pure essence of nutriment from healthy animals, making new, rich blood, thereby building up a strong, healthy body. It is the substance of life in liquid form, and where Murdock's Liquid Food is used death has a poor harvest. It is not a medicine in any sense of the word, but a food—as much so and more nutritious by tenfold than the choicest cut of beef or the richest mutton broth, and when nothing else will remain on the stomach of a solid or liquid nature, Murdock's Food never fails to sustain life and give strength that we know.

[From the *Editorial Columns of the New York Medical and Surgical Journal*.]

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[From the *Portsmouth Times*.]

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[*Morison (Conn.) Press*, Aug. 3.]

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[From the *N. Y. Scientific Times*, March 11, 1882.]

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New York, March 31, 1883.

Scholar's Companion

FOR MARCH

is full of bright, interesting reading for school-room exercise and home amusement or instruction. There are two illustrated stories, "The Little Wire Mouse-Trap," by J. Rathbone, and "Charles Bentham," by John R. Dennis. There is also a pretty story by Hazel Shepard under the odd title of "Copernicus Graski." Various accounts are given of curious facts, anecdotes of men and things, and several interesting talks about manners and ways, such as "Saying No," "What to Take Care Of," by R. S. Grey, a dialogue on "Slang," and Harold Stanton's little paper, "Why Joe Was Popular." There are biographical sketches of Rossini, the musician, and Juárez, the great Mexican statesman. The Traveler's Tale this month is about Cairo in Egypt, and Miss Waterman's "Famous Battle" is that of St. Quentin. Beside these contents there is "What is an Etching," "London Cabs," "The Rothschilds," "Arabs," "Perfumes," and a number of other articles of interest to all young people, not to speak of the School-Room, Letter Box, and Writing Club, which are very important features to many of the young subscribers.

ON May 1, we shall have ready "TALKS ON TEACHING" by F. W. Parker. This is the title of the lectures given last summer at the Martha's Vineyard Institute. It will be very popular; order at once; by mail \$1.00.

It is full of the "Quincy Ideas."

THERE will be a call for men and women this summer to give instruction in the teacher's institutes. Not every teacher in a high or union school can do this. Those who can should specially fit themselves and let it be known. Those who are seeking places as teachers in institutes should let us know, as shall be besieged by and-by for names.

THE next meeting of the New York State Association will be held at Lake George. It is expected that the railroad arrangements will be such as will bring together a great number of the teachers. The National Association will be held July 9, 10, 11, at Saratoga; the American Institute the 11th, 12th, 13th, at the White Mountains. Now when shall the New York teachers hold their meeting?

WHEN a man does a good work in his county as school superintendent, what is his reward? Generally he is "shelved" and some one less particular gets the position. When a man has learned the business he is told, "you have had the office long enough, give place to some one else." Rotation in office for county superintendent is considered the right thing. No matter how good the man is, he must give way, so that some struggling republican or democrat may be fed. This is a great country! Such an use of the school money is robbery of the public treasury. Put in the present incumbent if he is a good man, again and again, and when you get done with him, retire him.

THE address of Rev. Dr. Morgan L. Dix adverse to the "higher education" of women, has caused a good deal of mirth. The higher education of women being an accomplished fact, the newspapers have nothing to say in the way of argument. The following doggerel is quite popular; it is put in the mouth of the reverend lecturer:

"Of all the modern woman's cries,
The worst abomination—
Quite sacrilegious in my eyes—
Is 'higher education'!"

As year by year the men advance
In various kinds of knowledge,
She claims the right to have a chance,
And wants to go to college!

Dear me! dear me! what can we say
Except, 'I'll see you later'!
Not this day, but some other day,
We may co-educate her."

A MOST important step has been taken by the Board of Education in Philadelphia. They have invited James McAllister, now Superintendent of the Milwaukee schools, to superintend the schools of their city. Of the fitness of this gentleman all are aware; he is emphatically a live man; he attends educational associations; believes in educational

journals; believes in educational progress. The schools of Milwaukee are in a most flourishing condition. A correspondent of the JOURNAL lately visited them and speaks of them in enthusiastic terms. We believe the schools of Philadelphia have entered on a new stage of progress. We congratulate the teachers and the citizens. Supt. McAllister has not been chosen as a figure-head. They mean business in Philadelphia; there is a mountain of work to be done there. The salary, \$5,000, is none too large for the heavy tasks that this Superintendent will be required to perform.

IMPROVING PUBLIC SENTIMENT.

That public sentiment in behalf of education needs improving, all concede. There is a general feeling that education is a good thing, but that it is necessary, that it is man's birthright, that it is a duty to educate as much as to feed a child, are not yet fixed deep and permanent in the public mind. What shall be done? Shall we wait for the formation of public sentiment. Rev. F. A. Noble well says:

"Paul did not wait for public sentiment to support him in preaching the Gospel; he went to work and made public sentiment. Richard Cobden did not wait for public sentiment to be well defined and clamorous before he began his agitation for corn-law repeal; he set out solitary and alone, and winning John Bright and a few other able men to his side he traversed the land, planning, speaking, agitating. He created a public sentiment before which Sir Robert Peel and the whole tory party were only as so much chaff before the wind. Bismarck did not wait for public sentiment to push him to the task of unifying and solidifying Germany; he pushed the people and brought them to his own mind. The heroic Garibaldi did not wait; he saw clearly what ought to be done to redeem Italy from the thralldom of the Pope and make it a nation amongst nations, and he threw himself into the breach and led the way to victory. The dead Gambetta did not wait; he took the people in their hour of despair and trained them into hope; when they were in confusion, and organized them; when parties were plotting and dethroned dynasties were scheming for reinstatement, and made France a republic. Neal Dow did not wait for public sentiment to support him in his demand for prohibition. Month after month, year after year, he and his faithful co-workers wrought at the business of making public sentiment, and they did it. Public sentiment does not make itself; public sentiment does not move forward of itself. When there is a vigorous public sentiment on any question of morals it is because somebody has taken an advanced position and educated and drawn the people up to it."

WHAT OBJECTS ARE WE AIMING AT?

It is very important that the teachers have objects of some largeness in view—objects that are a little broader than that every pupil shall sit just so straight and whisper just so little. In titling "the mint, the anise and the cummin" great principles have been forgotten. Let us look at some of these.

1. *Professional fitness of teachers.* That any man can keep a school is the belief of probably nine-tenths of the American people; to say that one-half of the teachers believe

it, would be too mild a statement altogether. If teaching is that good and great thing it is popularly said to be, then any and everybody is not fit to undertake it. We may as well come to a conclusion on this point. *The man or woman who would teach must be specially prepared for the work.*

Let us put this as the first in the objects we shall aim at. It is true, if we succeed in establishing as a principle, that none shall teach but those who have special preparation, many a young fellow will be obliged to seek some other occupation to raise a little money to start himself in life; many a young girl will earn the money for her wedding outfit elsewhere than in the school room. But this disgrace, this abomination has lasted long enough; so long as it exists so long will the profession be scorned, remuneration be scanty, and the poorest, instead of the best intellects be engaged in this noblest of employments.

The most staunch opponents to the change we propose, are the teachers themselves. If they had taken the matter up twenty-five years ago, the teacher's profession would be on as good a footing as the lawyer's, the physician's, and the clergyman's. The normal schools were opposed by teachers; that all teachers should be certified by normal school authorities as competent could not pass at any teacher's association, county or State. And yet this is the only solid ground there is.

2. *Improving the Condition of Education.*—This object has been almost entirely overlooked. The teacher has been busy with his school or class, and has had no horizon. This must be changed. (a) Enlightening the public. (b) Permanence in office. What a wastefulness of effort on the teacher's part and on the pupils by this changing of teachers! (c) Uniformity in courses of study. (d) Diplomas to all who finish the common school course. (e) Better wages. (f) Better houses, furniture and sanitary arrangements.

Let the teachers unite and consider these subjects.

N. Y. STATE ASSOCIATION.

The attendance at the State Teachers' Association is a variable quantity. The attendance depends very much on the place where it is held, and on the inducements held out in the way of excursions. But what strikes any one who has observed the gatherings year after year is, that certain counties are scantily represented this year that one or two years ago were well represented. And again, that certain counties are not represented at all.

At the last meeting (1882) at Yonkers, last summer, there were 294 members. Of these Westchester contributed 91; New York, 27; Albany, 22; Orange, 17; Onondaga, 14; Tompkins, 13; Kings, 12; Oswego, 12; Queens, 11; Putnam, 11; Monroe, 10; Dutchess, 9; Montgomery, 9; Schenectady, 8; Chemung, Essex, Rensselaer, Saratoga, Steuben, Suffolk, Ulster, each 6; Chenango, Columbia, Jefferson, Otsego, Wayne each 5; Ontario, Madison, Greene, each 4; Alleghany, Broome, Chautauqua, Cortland, Delaware, Herkimer, Schoharie each 3; Cayuga, Erie, Lewis, Oneida, Tioga, each 2; Cataugaus, Clinton, Fulton, Genesee, Richmond, St. Lawrence, Sullivan, Warren, Washington, Yates, each 1; Franklin, Hamilton, Livingston, Niagara, Orleans, Schuyler, Seneca, Wyoming, each 0.

Four counties, Westchester (the county in which the Association was held), Albany, New York, and Kings sent 152, more than a majority of the whole. The 27 from N. Y. were mainly book agents. Albany 22, Cortland 3, St. Lawrence 1, Chautauqua 3, Livingston 0, Monroe 10, Oswego 12, Erie 2, are the coun-

ty homes of normal schools—but it was specially easy and cheap to get from Albany to Yonkers, which may account for the 22 from that county. Again, Erie 2, has a great city in it, Buffalo; Chemung 6, has Elmira; Oneida 2 (Utica); Ontario 4, (Canandaigua); Broome 3, (Binghamton); Dutchess 9, (Poughkeepsie); Kings 12, (Brooklyn); St. Lawrence 1, (Ogdensburg); Rensselaer 6, (Troy).

Now of the 30,000 teachers in the State, less than one in ten were members. Shall we blame them? I for one do not. What is there in one general association to invite more than one in ten? In fact, one in ten is a very fair attendance when we reflect that many were at quite an expense. It is evident if the State Association wants to live, it must have something to live for. Has it an object? If it has, what is that object? Very few who meet think there is any other object than to hear some "papers" read and see friends. But there should be a higher, a nobler object. There is something for the State Association to do; it is this: It should dedicate itself to the improvement of the schools of the State. Perhaps this was the original intention, if so it has been lost sight of. It cannot do this without taking into its confidence all of the teachers of the State. This must be done, and to accomplish it the teachers must be represented at the State Association.

(1.) Let every County Association elect three times as many delegates as there are members of Assembly in his Assembly district, one to hold office for one year, one for two years, and one for three years. Let the County Association determine which shall hold for one, two and three years, and give a certificate to each one.

(2.) Let each association send up by resolution or otherwise such subjects as it wishes discussed.

(3.) Let each County Association assess on each teacher one-hundredth of one per cent. on his salary, for the expenses—to be spent in hiring a permanent secretary, and in printing the reports.

Of course this will require a change in the Constitution; but notice of this was given at Yonkers, by Prof. J. Dorman Steele.

Let every friend of education get ready to act at Lake George this summer on this vital question.

A. M. K.

For the SCHOOL JOURNAL.

THE (SO-CALLED) LOWEST CLASSES.

By A. J. S.

In ungraded schools the first care of the teacher should be to see that the youngest children are pleasantly and suitably employed. Too often they are left to follow their own devices while the teacher is occupied with the older pupils, who are deemed more worthy of attention.

Generally there is no system or regularity about the primary lessons. If there is any spare time a hurried lesson is given; if not, it is put off "until a more convenient season." Now, if necessity compels anyone to put off, it should be some of the advanced pupils whose self-reliance ought to be encouraged, and by whom a great amount of work can be done without the constant attention of the teacher. The evil arising from neglecting the little ones, does not lie in their not learning to read or write in as short a time as they might; that deficiency could be made up later; but they acquire habits of idleness, inattention and mischief, which retard or prevent their progress as they grow older, and frequently cling to them through life.

The amount of knowledge acquired during the first few years of school-life is of slight importance compared with the habits of mind formed. The primary class lessons should be short, but occurring frequently enough to keep the children wide-awake. In a school of twenty-five or thirty pupils, ten or fifteen minutes five or six times a day, is about all the time that can be devoted to the primary classes.

The primary reading lessons ought to be the first given. A two minute reading lesson, with some of the sentences left on the blackboard, will keep the primary class occupied during the other reading lessons. I have seen more than one program on which the fifth or sixth reader class was first, then

fourth and so on down. How the little ones employed themselves while waiting their turn I do not know, but I imagine they gave the teacher more trouble by their restlessness, than if they had been provided with work first.

A TEACHER'S DEATH.

The N. Y. Observer gives us a view of that eminent teacher, President Paul A. Chadbourne, on his death-bed. As President of Williams College he was a power to influence young men, and he well improved his opportunity. He died Feb. 23; he was sick ten days. During his sickness, from time to time, as he was able to speak, he made many remarks like the following:

"Oh, what a blessing, that in this world there is no immortality."

When his family came he smiled on them, and said: "My cup runneth over." When asked if it was because they had come, he said, "For everything."

His thirst had been terrific, but only a few drops at a time could be given him.

When he knew that he was going to die, he said to the doctor, "Now give me a little water of this earthly paradise to drink."

To his son he said: "What more can I say to you, than my mother said to me when she lay dying?" He then repeated her instructions for a holy life.

Later, when he knew all hope had gone, he said: "Go right on—doing for me just the same, pray and work."

One day he lay in a semi-conscious condition, with eyes half-closed and breathing heavily, the doctors giving no hope of his speaking again, and the family thinking every hour would be the last. At length he was able to swallow a few drops, and his wife repeated the text: "Thanks be to God which gives us the victory through the Lord Jesus Christ." The parched lips answered, "Yes." Suddenly, all his strength of thought and utterance returned, and those looking at him steadfastly beheld his face as it had been the face of an angel. And he spoke of the wonders of God's universe, and of the plan of salvation. Visions passed before him of God's glory and Christ's love—of heaven. His voice was like a silver trumpet—loud, clear, wonderful; it would have filled a church, as he exclaimed: "Oh, the agony of Calvary! My God! was it for one? Yes, for one, but sufficient for all!" "Oh, my God! give me strength to show forth thy glory!" "Oh, the blessedness of hearing Christ, say, 'Thy sins are forgiven thee,' and this is possible for every one!" "Is it possible that I am about to be permitted to join in that new song?" and he chanted, "Worthy the Lamb." Texts were repeated to him, and he responded, or joined in them. One said to him, "There shall be no more pain," and like a response, he answered, "No pain—no sorrow," "No sorrow," "No crying—no disappointment"—"Perfect rest"—"Perfect rest"—"But perfect activity." "Oh, yes"—"No tears." Again he said, with smiles, "No tears in heaven." Dr. Woodbridge knelt and prayed, and President Chadbourne followed him perfectly, and joining in the prayer with shouts of joy and triumph. He recognized those about him, and drew his son's face to his lips and kissed him, and kissed the others of his family. The glory filled the room. Then he fell again into deep sleep, which lasted until his death—the next noon.

COLLEGES AND ATHLETICS.—President McCosh, of Princeton College, in his address to the students, called attention to the fact that there was too much athletics in the colleges, and not enough of brain work. He said that one was impressed with the fact that in strolling about the colleges of the country nothing can be heard about educational matters, and the subject of books seldom enters the minds of the students, but athletic sports occupy their whole time and attention. Millions of dollars have been spent in erecting colleges, and thousands of dollars are yearly spent in sending young men to these schools of learning and keeping them there. One too often hears of the progress of the classes in boat-racing or winning a game of base-ball.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

WRITTEN ARITHMETIC.

Written arithmetic is the arithmetic of to-day. In their relative positions mental arithmetic is first in order; it is the real arithmetic. Written arithmetic is, and should be considered, only as an aid to memory, not employing mental arithmetic, as pupils are unable to analyze or explain properly the written example worked out on slate or blackboard; unable even to keep in mind that mental arithmetic is the arithmetic, and written arithmetic merely an aid to memory when the numbers become too large, or the process too complicated to be carried in the mind.

EXAMPLE.

$\frac{1}{2}$ miles + $\frac{1}{4}$ furlongs + $\frac{1}{8}$ rods = ?
 $\frac{1}{2}$ mile = $\frac{1}{2} \times 8$ fur. = 4 fur. $-4\frac{1}{2}$ fur. + $\frac{1}{8}$ = $4\frac{5}{8}$.
 $\frac{1}{2}$ fur. = $\frac{1}{2} \times 40$ rds. = 20 rds. $-20\frac{1}{2}$ rds. = 26 $\frac{1}{2}$ rds. + $\frac{1}{8}$ = 27 $\frac{1}{8}$.
 $\frac{1}{2}$ rds. = $\frac{1}{2} \times \frac{1}{4}$ yds. = $\frac{1}{8}$ yds.
 $\frac{1}{2}$ yds. = $\frac{1}{2} \times 3$ ft. = $\frac{3}{2}$ ft. = 1 $\frac{1}{2}$ feet.
 $\frac{1}{2}$ ft. = $\frac{1}{2} \times 12$ in. = 6 inches.

The figures above are only to be looked at as a short-hand record of mental transaction. They must be put down neatly, orderly, readily, and accurately. To be sure the pupil understands that record questions are needed. The pupil is benefited by the mental exercises, not by solving the problem. On the solution of a problem like the above, many questions will be asked. An example is what? What is required? Name of highest denominator? Lowest? What denominator between? What is done with the miles? Why? etc., etc., etc.

The pupil solving the question should be riddled with questions. Of course there are other solutions, but the above is the most compact.

For the SCHOOL JOURNAL.

OPENING EXERCISES.

It may be laid down as a rule that the school should be opened with suitable exercises each day. The reasons are. (1) The school is magnified in the eyes of the pupils by the exercises. The ceremonies that attend the dedication of an edifice, the opening of Congress or Parliament are long remembered; there is a subtle value and importance reflected on all who participate. (2) There is a grand opportunity to influence the minds of the pupils towards the great objects for which they assemble.

The habit of having suitable exercises is one usually so firmly fixed that the pupils feel lost without them; great aid may be got from these exercises if they are suitable in kind, length, etc. The teacher should consider the subject very carefully. These exercises will be either moral, religious, literary or musical; sometimes they are religious-literary, or literary-musical. Circumstances vary so much that the teacher must adapt the exercises to them. In some schools reading the Scriptures is required, in some merely tolerated, in some forbidden.

Moral Exercises. That teacher who can cultivate the moral side of the pupils' nature should do it; not all are able to do this. There can be a great good done by studying the truth that is to be taught. The teacher will find many ways of enforcing its application by reading from the Scripture, by prayer, by anecdotes, by songs.

Religious Exercises. It is more common in schools to rely on religious exercises; a chapter of the Bible is read, a hymn is sung and a prayer is offered. Some read a few verses and sing or chant the Lord's prayer.

Literary Exercises. Some teachers in order to avoid sectarian difficulties read a few verses in the Bible and then call for extracts from the great writers; singing usually closes these exercises.

Musical Exercises. Some teachers adopt the plan of singing several pieces, beginning with devotional hymns and ending with secular songs.

It is a great and fatal mistake to make the exercises long or in any way tedious; if they become monotonous they lose their influence. Let not the

teacher suppose that good will be obtained no matter what the exercises are; this is poor reasoning. For primary children not over five minutes; for advanced pupils ten minutes is enough. Let them wish they were longer rather than shorter.

Illustrations. Suppose the school consists of several departments. (1) At nine o'clock exactly a bell is struck; the other classes rise and march towards the main room; (or they have assembled in the main room as they have arrived at the school) as they march in the piano sounds a march, or the pupils sing a gathering song. (2) Without waiting the entire school join in a hymn—one verse. (3) The teacher reads a few verses from the Bible. (4) Prayer by the teacher, or all unite in saying the Lord's Prayer. (5) All sing a verse of a hymn. (6) All sing some verses of a secular song. (7) The visiting classes withdraw.

To make these exercises pleasant and profitable the pupils must be trained to march in quietly and promptly; the pupils must know what is to be done and be able to do it well. All delays, confusion and failures destroy the influence of the opening exercises. It is no time for scolding. Scolding is never to be done in school and above all never at opening exercises. Especially, must there be no scolding of those who are absent by reason of tardiness! It is no uncommon thing for the teacher to scold the punctual ones for the faults of the tardy ones!

Time. The one verse of a hymn will take one minute; the reading of a few verses from the Bible will take three minutes; the reciting of the Lord's Prayer will take one minute; another hymn will take one minute; singing will take five minutes. All this demands promptness, and to secure it the singing books should be on the desk and the figures marking the page of the music put on the blackboard. By this means there is no need of a word being said by the teacher.

Suppose the teacher is in charge of a country school, the same plan should be pursued. The call bell is struck and without waiting; the opening hymn is begun and then the other parts of the exercises follow. If pupils enter during the exercises they should sit or stand near the door, until they are finished. It may seem that this ritual may tend to monotony; but it is better that the pupils know the exercises and take an active part in them, even, if they are repeated morning after morning, than that they go halting and hesitating over new pieces.

Order of Exercises. Let each pupil have a card on which may be written as follows:

1. Hymn.
2. Scripture.
3. Prayer.
4. Hymn.
5. Singing.
6. Notices.

Then let the teacher during the day practice on some suitable hymns and have the words written on the blackboard and copied. Such hymns as "Once more the light of day I see," "Children join your God to bless," "This morning Lord attend," "Father once more let grateful praise," "When morning in loveliness shines o'er the earth," etc., are appropriate. The numbers of these in their books can be indicated by figures on the blackboard. In this way the exercises will go briskly forward.

The Pupils. It will be seen that the pupils assist in all these exercises but one; so no teachers have the pupils read alternate verses in the Bible with them. If the pupils assemble to hear the teacher read Scriptures, pray and give a lecture, they cannot be blamed if they lose their interest. If a pupil plays on the piano or organ so much the better.

Monotony. In order to prevent monotony let new pieces be learned. A dozen hymns well learned will afford considerable variation. If the exercises are well performed, if the singing etc., is done with energy and life, monotony is not likely to creep in.

Things of special interest. A wise teacher will not end up the exercise with a prosy lecture, or sermon. Let him do as little talking as possible,

reflecting that the pupils have heard him before. (a) Let some one be got in who can speak short and pithily. (b) Let some pupil deliver a declamation on which he has been well drilled. (c) Let a pupil give some account of events. (d) Let the teacher make some experiment or tell some pertinent anecdote.

As the exercises are really opening exercises and must be short and varied, it is far better to take time in the middle of the forenoon to give a special moral lesson than to undertake it at this period.

For the SCHOOL JOURNAL.

MAXIMS FOR THE SCHOOL-ROOM.

As is the teacher, so is the school.
 Be what you wish your pupils to be.
 Convince your pupils that you believe in education.

Do nothing to lower a pupil's self-respect.
 Earnestness will make even a dull study interesting.

Fasten every principle by frequent repetition.
 Gentleness, justice and firmness are the essentials of influence.

Have no pets or favorites.
 It is what a child does for himself and by himself that educates him.

Justice must be the basis of all rules.
 Know what you propose to teach.

Let your pupils see that you would do as you request them to do if in their places.

Monotony in school means the end of usefulness.
 Never punish pupils, or even speak to pupils when angry.

One chief purpose of instruction is to create and foster a zeal for study.

Politeness in the teacher secures politeness in the pupil.

Questions should follow each other in a natural manner.

Resistance is due to ignorance or the human will.

Success in government turns on the deft presentation of motive.

The best government reaches its ends indirectly.
 Unite firmness and good nature.

Verbal reproduction attests only accuracy of memory.

Whether a subject yields discipline to the pupil, depends on the manner in which it is taught.

Youth loves those who sympathize with and understand it.

Zeal is indispensable.

For the SCHOOL JOURNAL.

MERIT MARKS.

By H. A. L.

(This method has been used with success in a grammar school, and in all the grades of a training school. It is given with the hope that others will impart methods they have found successful.)

I call the merit marks "extras," or "half-holiday marks." I tell the children that each day when I see that they have *honestly tried* to do their work in the best manner, to refrain from whispering and disturbing the school, I shall give each one of them an "extra." When a child has obtained fifty he shall have a half-holiday.

Usually the names of all the children are written on the blackboard. As the "extras" are earned they are placed after the name of the child. I generally use colored crayon, and make a tiny oblique cross for the mark. If cramped for blackboard room, I use an oblique line inclining toward left for one mark, and one inclining toward right for another, thus forming the "cross" by two marks. The interest of the children is greater when the record is kept on the blackboard, than when it is kept in the teacher's desk. It is well, however, for the teacher to keep a record in a book also.

The half-holiday is managed as follows: The child comes to school as usual. Soon after school opens the teacher announces that such a child has earned fifty "extras," and therefore can have a half-holiday. She then dismisses the child for the rest of the session. If the pupil wishes to wait till some companion has also earned the holiday, he is allowed to do so.

The system can be varied in numerous ways. Sometimes it is best to have the number of marks necessary for a half holiday so small, that a child can earn two such holidays in the term. The number of marks would of course be limited by the length of the term. I aim to have the number so large that the child must be nearly perfect through the term, but small enough so that necessary absence shall not preclude the possibility of gaining the half-holiday. Another reason for not making the number of marks equal to the number of days in term is, that children may fail once, twice, or even more times in their efforts "to be good," and seeing that all hope of the half-holiday is gone, they may give up all effort and say "it's no use."

By this system all the children have an equal chance, and *trying* is rewarded. Many a child *honestly tries*, but often his poor little efforts go unrewarded, alas! too often unrecognized, and discouraged, he ceases "to try," and perhaps becomes the scourge of the school. What greater joy or reward for the teacher than that look in the child's face when he discovers that "teacher" sees and rewards his little, often desperate, efforts to "be good!"

It is really wonderful to see the amount of self-control the little people exercise to gain the coveted "extra." In one room of my training-school the teacher entirely broke up whispering by this system. I believe she marked the slate-work with letters,—"G" for good; "P" for poor; "B" for bad. The winners of the letter "G" if also "good" in other respects, received an "extra." So anxious were they to get the mark, that they would work on, perfectly oblivious to their surroundings, and, of course, did not feel an inclination to whisper. They were "too busy."

All the schools in which this system have been tried were in manufacturing towns, and many of the children had to work except on school-days, hence, this half-holiday was a treat to them, and earnestly desired by all.

There ought to be other rewards for the "extras," some place of honor in the school-room; "captain of the ranks" in marching out, etc., but I believe, Mr. Editor, you asked for "experience" and not "theory," so I gave my plan.

THINGS TO TELL THE SCHOLARS.

By his will Gustave Dore directed that his pictures and sculpture should be sold on the expiration of two years after his death. He has left a great picture, just completed, which he called "The Vale of Tears."

DESTRUCTION OF ANTS.—The *Tropical Agriculturist* says: Take a white china plate and spread a thin covering of common lard over it; place it on the floor or shelf infested by the troublesome insects, and you will be pleased with the result. Every morning set the trap again.

PROFESSOR SCHLIEMANN'S HOUSE is one of the sights of Athens. It is built of white marble and adorned with numerous statues of the same material. He and his wife talk ancient Greek together, and have called their two children Andromache and Agamemnon. Around the professor circulates a large body of erudite Germans.

A CURIOUS CASE.—A foreign exchange tells this curious story: A traveller in British Guiana, in accordance with custom, took a draught from the stem of one of the water holding plants which thrive in forests. Later he took a "nip" of rum for his stomach's sake. Unfortunately, the liquid he had been imbibing was the sap of the india rubber tree, which has the peculiarity of coagulating and hardening in alcohol. The rum performed its part, and the poor fellow's internal organs became literally sealed up with india rubber, the result being that he died.

LIGHT PENETRATION IN WATER.—Professor Forel, practising with the albumenized paper of photographers, reached the conclusion that light cannot penetrate water to a greater depth than about 125 feet. More recently, however, some more sensitive plates have been exposed at a depth of 300 feet under water, and the traces of light were dis-

tinctly left on the plates. Light must therefore penetrate clear water at least 300 feet, while rays so feeble as to escape detection by any known means, and yet so powerful as to exert an influence upon some forms of sub-aqueous life, may reach still greater depths.

INDIGENOUS POTATOES.—Mr. John E. Lemmon, a member of the California Academy of Sciences, has recently returned from a botanical excursion of several months in the range of rugged mountains in Arizona, along the Mexican frontier. He made a discovery of two or three varieties of native indigenous potatoes, some of which were growing in mountain meadows, whose surrounding peaks were 10,000 feet above the level of the sea. The specimens were about as large as walnuts, and they were to be distributed among careful cultivators, who will experiment with them for a number of years, to see what can be made of them. The original home of the potato has long been a matter of dispute, but we now know where one home is to a certainty. It is among the probabilities that from these Arizona tubers will come in a new and vigorous race of potatoes, to take the place of the short-lived varieties now grown.

LESSONS IN THINKING.

THE PRIMARY CLASS

By A. ROESER, Newark, N. J.

I use alphabet blocks and a variety of toys, placed on a table before the class. A pupil, for example, holds up a block with the letter "U" before the class. One pupil says: "U stands for umbrella. If I have five umbrellas and I buy four more, I'll have nine umbrellas, somebody takes two, I'll have seven left." Class in chorus, say "Correct," or "Incorrect," as the case may be. Perhaps a block is first held up, then a toy, and then a story is made up concerning them, or a statement is made about a toy wagon, as, "My papa hitched four horses to one wagon, and six horses to another wagon; four ran away with one wagon, there were six left with the other wagon." The blocks I also use for language lesson in this manner: Every child receives six blocks. Sometimes I give one child six with the letter "B," to see how many things he or she can think of beginning with that letter. Then the child makes sentences, and puts that word in the sentence. For example: "B" stands for butterfly, "I caught a butterfly." "B" stands for ball, "A boy can play base-ball." I allow them to make as many sentences as the words they can think of, then they write these sentences in little blank-books. It is surprising to me to see what the objects suggest to the pupil.

For the SCHOOL JOURNAL.

INTEMPERANCE.

By F. H. B.

FOR DECLAMATION.

No evil causes more misery and shame to enter upon the life record of our American citizens than comes from the excessive use of intoxicating liquors. It blasts even those who do not touch it. The wife and children of the drunkard are involved in ruin. It incites the father to butcher his innocent children, it helps the husband to kill his wife, it produces weakness, sickness and death, it blasts this life and blasts out a hope in Heaven hereafter, it covers the land with idleness and poverty, fills our jails, supplies our almshouses, and furnishes victims for the scaffold.

Could intoxicating liquors be put away, it would make many people of our country more industrious, more trustworthy, richer and happier. Think of the money which is yearly expended for liquor. I may safely assert that thousands of poor families would be well supplied with bread were the money they earned used for that purpose. Suppose the millions spent on whiskey were used for educational purposes; how much better and wiser would our people be, if a public library could be started in every village, and knowledge like a fountain would refresh the minds of all who would.

Let us then use our influence to prevent the use of intoxicating liquors.

BOB SAWYER'S EVENING PARTY.

(Mr. BOB SAWYER embellishes one side of the fire, and Mr. BEN ALLEN the other. The preparation for the reception of visitors appeared to be completed. The bonnet and shawl of the landlady's servant had been removed from the bannisters; there were not more than two pairs of pattens on the street-door mat; and a kitchen candle, with a very long snuff, burnt cheerfully on the ledge of the staircase window. A little table covered with a green baize cloth, had been borrowed for the occasion, and upon it was an array of books and ornaments. Notwithstanding the highly satisfactory nature of all these arrangements, there was a cloud on the countenance of Mr. BOB SAWYER, as he sat by the fireside. There was a sympathizing expression, too, in the features of Mr. BEN ALLEN, as he gazed intently on the coals, and a tone of melancholy in his voice.)

Allen. Well, it is unlikely she should have taken it into her head to turn sour, just on this occasion. She might at least have waited till-morrow.

Sawyer. That's her malevolence; that's her malevolence. She says that if I can afford to give a party I ought to be able to afford to pay her confounded "little bill."

A. How long has it been running? Why, a bill is equal to the most extraordinary locomotive-engine that the genius of man ever produced. It will keep on running during the longest lifetime without ever once stopping of its own accord.

S. Only a quarter and a month or so.

A. (coughs) It'll be a deuced unpleasant thing if she takes it into her head to let out, when those fellows are here, won't it?

S. Horrible, horrible!

(A low tap is heard at the room door. Bob Sawyer looked expressively at his friend and bade the tapper come in; whereupon a dirty, slipshod girl thrust in her frowning head and said.)

Girl. Please, Mister Sawyer, Missis Raddle wants to speak to you.

(Before Mr. Bob Sawyer could return any answer the girl suddenly disappeared with a jerk as if somebody had given a violent pull behind; this mysterious exit was no sooner accomplished than there was another tap at the door, a smart pointed tap, which seemed to say, "Here I am, and in I'm coming." S. glances at his friend with a look of abject apprehension. "Come in" was not at all necessary, for before S. had uttered the words a little fierce woman, bounced into the room all in a tremble with passion and pale with rage.)

Mrs. Raddle. Now, Mr. Sawyer, if you'll have the kindness to settle that little bill of mine I'll thank you, because I've got my rent to pay this afternoon and my landlord's a waiting below now. (Here the little woman rubbed her hands and looked steadily over Mr. Bob Sawyer's head at the wall behind him.)

S. I am very sorry to put you to any inconvenience, Mrs. Raddle (deferentially), but—

Mrs. R. Oh, it isn't any inconvenience. I didn't want it particular before to-day; leastways as it has to go to my landlord directly, it was as well for you to keep it as me. You promised me this afternoon, Mr. Sawyer, and every gentleman as has ever lived here has kept his word, sir, as of course anybody as calls himself a gentleman does. (Mrs. Raddle tossed her head, bit her lips, rubbed her hands harder and looked at the wall more steadily than ever. It was plain to see, as Mr. Bob Sawyer remarked in a style of eastern allegory, on a subsequent occasion, that she was "getting the steam up.")

S. I am very sorry, Mrs. Raddle, (with all humility) but the fact is that I have been disappointed in the city to-day. (Extraordinary place that city. An astonishing number of men always are getting disappointed there.)

Mrs. R. Well, Mr. Sawyer, and what's that to me, sir?

S. I—I—have no doubt, Mrs. Raddle, that before the middle of next week we shall be able to set ourselves

Mrs. R. Do you suppose, Mr. Sawyer,—do you suppose that I'm agoing day after day to let a fellow occupy my lodgings as never thinks of paying his rent, nor even the very money laid out for the fresh butter and lump sugar that's bought for his breakfast, and the very milk that's took in at the street door? Do you suppose a hardworking and industrious woman as has lived in this street for twenty year—ten year over the way and nine year and three-quarter in this very house—has nothing else to do but to work herself to death after a parcel of lazy idle fellows that are always smoking and drinking and lounging, when they ought to be

glad to turn their hands to anything that would help 'em to pay their bills? Do you—

A. My good soul—(soothingly.)

Mrs. R. Have the goodness to keep your observabuns to yourself, sir, I beg (with impressive slowness and solemnity). I am not aware, sir, that you have any right to address your conversation to me. I don't think I let these apartments to you, sir.

A. No, you certainly did not.

Mrs. R. Very good, sir (with lofty politeness.) Then p'raps, sir, you'll confine yourself to breaking the arms and legs of the poor people in the hospitals, and keep yourself to yourself, sir, or there may be some persons here as will make you, sir.

A. But you are such an unreasonable woman.

Mrs. R. I beg your parding, young man; but will you have the goodness just to call me that again, sir?

A. I didn't make use of the word in any invidious sense, ma'am.

Mrs. R. I beg your parding, young man (in a louder and more imperative tone.) But who do you call a woman? Did you make that remark to me, sir?

A. Why, bless my heart!

Mrs. R. Did you apply that name to me, I ask of you, sir?

A. Why, of course I did.

Mrs. R. Yes, of course you did (backing out the door and raising her voice to the loudest pitch for the special behoof of Mr. Raddle in the kitchen). Yes, of course you did! And everybody knows that they may safely insult me in my own 'ouse while my husband sits sleeping down stairs and taking no more notice than if I was a dog in the streets. He ought to be ashamed of himself (here Mrs. Raddle sobbed) to allow his wife to be treated in this way by a parcel of young cutters and carvers of live people's bodies, that disgraces the lodgings (another sob), and leaving her exposed to all manner of abuse; a base faint-hearted, timorous wretch, that's afraid to come up-stairs and face the ruffianly creatures—that's afraid—that's afraid to come! (A loud knock is heard at the door. Mr. Pickwick enters.)

Pickwick. Does Mr. Sawyer live here?

S. How are you? Glad to see you—take care of the glasses. (This caution was addressed to Mr. Pickwick, who had put his hat on the table.)

P. Dear me, I beg your pardon.

S. Don't mention it, don't mention it. I'm rather confined for room here, but you must put up with all that when you come to see a young bachelor. Walk in. You've seen this gentleman before, I think? (Mr. Pickwick shook hands with Mr. Benjamin Allen. Another knock at the door.)

S. I hope that's Jack Hopkins. Hush! Yes, it is; come in, Jack, come in. (Jack Hopkins presented himself; he wore a black velvet waistcoat, with thunder-and-lightning buttons, and a blue striped shirt, with a white false collar.)

A. You're late, Jack.

Hopkins. Been detailed at Bartholomew's.

A. Anything new?

H. No, nothing particular. Rather a good accident brought into the casualty ward.

P. What was that, sir?

H. Only a man fallen out of a four-pair of stairs' window; but it's a very fair case—very fair case indeed.

P. Do you mean that the patient is in a fair way to recover?

H. No (carelessly), I should rather say he wouldn't. There must be a splendid operation though, to-morrow—magnificent sight if Slasher does it.

P. You consider Mr. Slasher a good operator?

H. Best alive, sir.

S. Now, Betsy (going to the door), the warm water; be brisk, there's a good girl.

B. (outside) You can't have no warm water.

S. No warm water.

B. No. Missis Raddle said you warn't to have none.

S. Bring up the warm water instantly—instantly! (with desperate sternness.)

B. No, I can't. Missis Raddle raked out the kitchen fire afore she went to bed and locked up the kittle.

P. Oh, never mind, never mind. Pray don't disturb yourself about such a trifle; cold water will do very well.

A. Oh, admirably.

S. My landlady is subject to some slight attacks of mental derangement (with a ghastly smile.) I fear I must give her warning.

A. No, don't.

S. I fear I must. I'll pay her what I owe her, and give her warning to-morrow morning. (Poor fellow, how devoutly he wished he could!)

H. Now, just to set us going again, Bob, I don't mind singing a song. (Sings "Yankee Doodle," all applaud loudly.)

P. (holding up hand) Hush! I beg your pardon. I thought I heard somebody calling from up-stairs. (A knock was heard at the door.)

S. Its my landlady, Mrs. Raddle.

Mrs. R. (outside) What do you mean by this, Mr. Sawyer? Ain't it enough to be swindled out of one's rent, and money lent out of pocket besides, and abused and insulted by your friends that dares to call themselves men, without having the house turned out of window, and noise enough made to bring the fire-engines here at two o'clock at night. Turn them wretches away. Do you mean to turn them wretches out or not, Mr. Sawyer?

S. They're going, Mrs. Raddle, they're going. (Aside) I'm afraid you'd better go. I thought you were making too much noise.

H. Its a very unfortunate thing. Just as we were getting so comfortable too. Its hardly to be borne—hardly to be borne, is it?

H. Not to be endured. Let's have the other verse, Bob: come, here goes!

S. No, no, Jack, don't; its a capital song, but I am afraid we had better not have the other verse. They are very violent people, the people of the house.

Mrs. R. Now, Mr. Sawyer, are them brutes going?

S. They're only looking for their hats, Mrs. Raddle; they are going directly.

Mrs. R. Going! Going! What did they ever come for?

[Exeunt.]

—From CHARLES DICKENS.

NOTEWORTHY EVENTS.

Mar. 19.—Lady Florence Dixie, while walking in Windsor Park, was attacked by two men disguised as women, who attempted to stab her. Her life was saved by her St. Bernard dog.—Furious gales have swept over Scotland, and railway travel has been seriously impeded by snow.

Mar. 20.—England does not propose to appoint a British resident at the Vatican.—The four locomotives, said to be the oldest in existence, and including the first ever made, have been secured for exhibition at Chicago.

Mar. 21.—The King of Wurtemberg has sent 1,000 marks to the American inundation fund.—A bill requiring electric wires to be put underground passed the New York Senate.—General Porfirio Diaz, ex-President of Mexico, is visiting the United States.

Mar. 22.—The socialist trial at Vienna has come to an end.—Floods and freshets have caused much damage in Nova Scotia.—The overturning of a converter in the Cleveland Rolling Mills, before the ladle was ready to receive its contents, resulted in the burning of eighteen men by the flying liquid metal.

Mar. 23.—An international exposition will be opened by the Royal Portuguese Association of Agriculture at Lisbon during the month of May next.—The first mail route between points in the Territory of Alaska has been established.—The one hundredth anniversary of the birth of Washington Irving will be celebrated in Tarrytown April 3.—The remains of John Howard Payne, after lying in state in the Governor's room in the New York City Hall, were taken to Washington this evening. Gilmore's band played "Home, Sweet Home."

Mar. 24.—The eruption of Mount Etna is increasing in violence.—The Ohio flood sufferers are being much relieved.—The Herald fund, which is now closed, amounts this week to \$50,732.24.—A bloody outbreak among the Cree Indians is reported.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

THINKING is the talking of the soul with itself.—PLATO.

HE is not only idle who does nothing, but he is idle who might be better employed.

MAKING apologies is a mean business, but the necessity of making them is still meaner.

THE sword is but a hideous flash in the darkness; right is an eternal ray.—VICTOR HUGO.

CHARACTER is higher than intellect. A great soul will be strong to live as well as strong to think. EMERSON.

PERSEVERANCE can sometimes equal genius in its results. "There are only two creatures," says the Eastern proverb, "which can surmount the pyramids—the eagle and the snail!"

BOOKS are the true levellers. They give to all who faithfully use them the society, the spiritual presence, of the greatest and best of our race.—CHANNING.

'Tis worth a wise man's best of life,

'Tis worth a thousand years of strife,

If thou canst lessen but by one

The countless ills beneath the sun.

—JOHN STERLING.

EDUCATIONAL NOTES

ELSEWHERE.

FIVE members of the sophomore class of Bowdoin College at Brunswick, Maine, were indefinitely suspended for hazing.

GEORGE MUNRO, the publisher, has endowed three new tutorships, Latin, Greek and mathematics, in Dalhousie College, Halifax, N. S., with an income of \$1,000 per annum.

N. Y.—The Chemung Institute was conducted by Dr. French and Prof. F. Lantry. The teachers felt that the suggestions and instructions have been excellent, rendering it the most profitable meeting of the kind the county has enjoyed for many years. Too frequently the time spent at the institutes has seemed to be barren of good results, for which the teachers have not felt themselves entirely to blame. L.

PA.—The Alleghany Co. association was held at Wellsville. The most striking feature was the attention given to new methods of primary instruction. It began with a primary class exercise, combining composition, writing, spelling and reading, conducted by Miss Flora Rice, of Andover. Quincy methods in numbers and primary reading were admirably illustrated by a class from Alfred Center under Miss May Sherman's direction. Miss Catherine Bishop, of Jamestown, gave a class exercise in primary geography. The children learned by experience the difference between hard and soft water; saw a needle magnetized and were made to understand the uses of the mariner's compass, and best of all, they saw the eruption of a volcano which they had helped to make, and which one of the children ignited. The question of recesses or no recesses was debated; most of the teachers who spoke upon the question were in favor of its abolishment. Many spoke from experience as to the advantages gained by its omission. An attendance of over 200 indicated the interest of the teachers. The essay on "Pestalozzi" by Miss Bloomer received close attention; the teachers be in to desire to know about eminent teachers, a good sign. Coms. Crandall and Wasson did nobly; they aided all they could, but let the teachers do the work.

INDUSTRIAL SCHOOLS.—In Philadelphia there are six art schools; the Industrial Art Museum Association was formed in 1877, and many of the best examples of industrial art were secured; it has the finest collection in the country and aims to be similar to South Kensington, in London. Four or five years ago an industrial art school was established in connection with the Museum, and Mr. Leslie Miller was called from Boston, to take charge and develop it. In addition to the Industrial Art School there has recently been formed a Public Industrial Art School by the city, under the management of the Board of Education. The object of the school is to teach decorative art and to apply it to the minor arts, such as embroidery, wood carving, modeling in clay, decoration of pottery, embossing sheet brass or repousse work, decorative painting in oil and working in sheet leather, mosaic setting, inlaying and other branches. Each teacher in the public schools selects one or two scholars, who may attend the Industrial Art School. These are divided into classes, each of which attends once a week from three to five P.M. In some cases, as a reward, proficient are permitted to attend twice a week. The work of the teachers is to train the boys to become practical mechanics, and to make both girls and boys familiar with their hands, to give them some source by which they can make money. It gives exactly the only kind of manual labor suited to girls as well as boys. As soon as the pupils can make a fair original design they are advanced to another class, either paint, model, carve, learn embroidery, or other work. The pupils are, without exception, fond of their work and would attend oftener, willingly, if they were allowed.

CINCINNATI.—The report of Supt. Peaslee will attract attention in educational circles. Mr. Peaslee describes the forestry exercises at length, in order to assist other educators in planting groves and dedicating them to those who have been eminent in the history of the United States. The coming generation in Cincinnati will be one of tree-lovers and tree-planters.—The recitation of memory gems from the best authors, and the devoting of one or two days a year to a literary celebration of the birthday of the most distinguished statesmen and authors of America is a feature which Mr. Peaslee originated, and has helped to make popular. There can be no doubt that the system of memory gems is likely to become a permanent part of elementary instruction. The report explains at length the Cincinnati method of teaching addition and subtraction in the primary grades.

Object balls are used in this system, and one of its steps is "breaking over the tens," which has been found of great assistance. In the Cincinnati district schools but little technical grammar is now taught, and they have never had a text-book on the subject. "Technical grammar," says Mr. Peaslee, "has very little power to teach pupils to write and speak correctly. The only successful way, in my opinion, to secure accurate expression is by constant practice with the pupils in writing and speaking correctly. The errors in the use of language that are commonly made are but few, but they are oft repeated. The method pursued so persistently in many places of compelling beginners, before they have ever written a sentence, to learn, parrot-like, answers to such questions as, 'What is grammar?' 'What is etymology?' 'What is syntax?' 'What is an adjective?' 'What is a verb?' has very little merit in it: it certainly never led to the correction of a single grammatical error. Do analysis and parsing teach the pupils to use grammatical English? We are asked. I answer no. Of what use are they? They are among the very best means of developing the mental powers, and should, like mental arithmetic, be used for mental drill." In U. S. history the method of teaching now is to arouse in the pupil a love of reading history and biography. It is taught without reference to per cents. The error of statement made in Congress by Senator Blair, of New Hampshire, is exposed by Mr. Peaslee. In Cincinnati, he said, the average attendance in the schools is less than one-third the number of children, and 51,000 are not enrolled at all. He takes the total number of unmarried youths in Cincinnati, between the ages of six and twenty-one, and subtracts the number enrolled in schools. In this way thousands of highly educated youths, including graduates of the high schools of Yale and Harvard, are placed among the illiterates such as roam the thickets of the dark continent. Mr. Peaslee states the facts in the case clearly when he remarks: "The actual number of children over ten years of age, born and brought up in our Northern cities, who never attended school at all, and who are mentally and physically able to do so, is but a small percentage of the youth of school age; certainly not many of this class can be found in Cincinnati. The number who cannot read and write is still less." Mr. Peaslee's report is a contribution of rare interest to the educational literature of the day.

NEW YORK CITY.

FRANCE.—It is estimated that there are about 28,000 blind persons in France, and comparatively little has been done for them. About 1,600 blind children receive education, but at least 27,000 blind are without resource. This is the picture presented by M. Lavanche Clarke, who has recently been urging the amelioration of the lot of the blind. A society was formed in 1881 to create workshops for blind persons, where they might find the means of existence. A little money having been collected, the first workshop, or school, was opened in January last year. Failure was predicted by some cities, but a recent report states that twenty-five blind persons were being instructed and several hundred applicants had to be rejected for want of space. About six months' experience it is affirmed that never perhaps have workers more rapidly justified what was expected of them. For several the apprenticeship had already terminated, and the committee were in a position to supply chairs—stuffed or cane—brushes of all kinds, brooms, baskets, tool handles, etc., made by blind persons who in January last had not a notion of the work. After learning the art the blind person gives place to a new comer, and goes to work at home, the society helping him to dispose of his productions if necessary, or in some cases, to a workshop with normal work people. So long as the work of a blind person in the professional school is not sufficiently remunerative his efforts and his time are paid for just the same. In a few months he learns to work and can be paid by his pieces. Brush making is the principal work. It is stated that many purchasers of the articles made have testified to their superior quality; the reason being that the blind person must, of necessity, press as close as he can the straw of his chair, the osier of his basket, the bristles of his brush, as the sole means of controlling the good execution of his work. A new branch that promises to be particularly fruitful is the making of mats and carpet brushes of esparto grass. With regard to women the society has not been able either to admit them to the school or to create a special school for them, but provides knitting, netting, crochet work, etc., for them at home.

A MAN's hobby rides him a great deal oftener than he rides it.—FURNESS.

LETTERS.

(The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

Please give nicknames for all of the States, as, Ohio, the "Buckeye State," etc.
(Nebraska, "Blackwater State;" Minnesota, "Gopher State;" Colorado, "Centennial State;" Oregon, "Beaver State;" California, "Golden State;" Nevada, "Silver State;" S. C., "Palmetto State;" Ga., "Empire State" of the South; Florida, "Peninsular State;" Miss., "Bayou State;" La., "Pelican State;" Tex., "Lone Star State;" Ark., "Bear State;" Tenn., "Volunteer State;" Ken., "Blue Grass State;" Mo., "Iron State;" Kan., "Garden of the West;" Ind., "Hoosier State;" Ill., "Prairie State;" Mich., "Lake State;" Wis., "Badger State;" Iowa, "Hawkeye State;" Maine, "Pine Tree State;" N. H., "Granite State;" Vt., "Green Mountain State;" Mass., "Bay State;" R. I., "Little Rhody;" Conn., "Land of Steady Habits;" N. Y., "Empire State;" N. J., "Garden State;" Pa., "Keystone State;" Del., "Blue Hen State;" Md., "Old Line State;" Va., "Old Dominion State;" W. Va., "New State;" N. C., "Old North State."—Ed.)

Your articles have done much to awaken thought on educational subjects, but the awakening is hardly begun. There are thousands of teachers, even in N. J., who are still slumbering, and who always will sleep. We must get clear of them, but how! I am one of the Board of Examiners in — Co, I am more than surprised at the ignorance of the mass of teachers, and yet — ranks well in the State. The papers of the applicants show such an utter lack of thought, and persons who have never thought can never teach other to think. Notwithstanding these facts, I am sure that Rev. Joseph Cook in his last "Monday Lecture" in Boston, criticised too harshly the common school's and their work. His statements are decidedly one-sided and superficial. Justice should be done to the schools of the U. S., bad though they are.

In the JOURNAL of Feb. 24, "Camp" mentions stories for language work. Have any teachers ever felt need of stories for moral instruction? We are required by statute to give instructions in morals. "Preaching" or "lecturing" seems to me equally objectionable. Why cannot we collect a series of stories arranged in logical order, upon different important subjects; such, for instance, as prompt, unquestioning obedience. Not the "goody" sort, with a moral tacked on at the end, but stories of real interest, and stimulating to earnest effort.

E. J. D.

(Such a collection is asked for on all sides. Let teachers collect these and send to us.—Ed.)

If it is proper to say, "The rose smells sweetly," is it not equally proper to say, "The grass looks greenly?" "Vinegar tastes sourly?" "Velvet feels smoothly?" In each of these cases is it not a quality of the thing named by the subject rather than the manner of action or motion expressed by the predicate, that we intend to assert? If so, should we not use an adjective rather than an adverbial modifier?

A. H. L.

I cannot agree with your answer to "L. C. F.," in Feb. 24. A square foot, as I understand it, is a surface containing 144 square in., whether that surface be three or four-sided. But a foot square, containing the same number of inches, has a fixed, definite shape as well as area. Isn't a ribbon an inch wide and 144 inches long a surface containing a square foot? But it is certainly not a foot square.

L. M.

(The expression "a square foot" is often used in a loose way instead of the expression the "equivalent of a square foot.")

It is generally believed that the "Quincy methods" entail an increased expense in the equipment

of an extra number of teachers and the higher salaries paid.

(The equipment is not costly—blackboards, numeral frames, charts, etc. The number of teachers is usually not greater than in any decent school; salaries are higher because people want such teachers. This is all that can be said here; as the subject is one that needs light upon it, an article will be given on the "Quincy Methods."—Ed.)

Is there any book published which will enable a young beginner, who knows nothing about the method, to teach phonetic spelling? C. C.

(You will not need a book. Spell words as pronounced: thus, spell book, b-o-o-k in three sounds; first give the sound of "b," then of "oo," then of "k." Cough will be spelled with three sounds, k-a-f; first give sound of "k," then of "a," (as heard in "ball") then of "f."—Ed.)

The INSTITUTE has set me thinking, and helped me to overcome many difficulties. I have always been teaching where most of the children were Germans, and some that could not speak nor understand much English. Very frequently in teaching them I would find words that I could not make them understand, unless we had the object there in some way to show. M. M. R.

In teaching subtraction I never "borrow and pay back." There is a simple principle which is the basis of subtraction, and it seems to me the most scientific, and therefore correct. If two numbers are equally increased, their difference is the same. If this principle is illustrated until understood, there will be no difficulty in teaching subtraction. M. M. L.

Will you be kind enough to give, in the SCHOOL JOURNAL, a concise and sensible answer to the old question, "Why do you invert the divisor in fractions?" M. P.

(It is done as a matter of convenience—it has no relation to the result. Some do not "invert." Most wish the term was not used.—Ed.)

Can you give me any information with regard to the Texas school-system, and what kind of a place would it be to go for the purpose of teaching?

L. E. SMITH, Moorfield, Indiana.

(Address with stamp, H. B. Gwyn, Galveston, Texas.—Ed.)

SUN-SPOTS AND MAGNETIC STORMS.—Professor Schuster, the English astronomer says: "Such spots were seldom seen at the poles, and seldom near the equator, though sometimes seen at both. We were now, after a long protracted absence of sun-spots, rapidly approaching their maximum, which would probably be reached in a few months, when there would be more than during the next eleven years. They would then slowly increase in number, until in five, six, or seven years there would hardly be a sun-spot seen for some months, and then they would begin to appear again, and eleven years hence they would probably be as numerous as now. These changes were not absolutely regular, the number of years having varied from eight and one-half to thirty, but they oscillated round the period of eleven years. The protuberances on the sun's surface occurred in the same way. Magnetic storms took place much more frequently when there were many sun-spots than when there were but few, and the aurora borealis was very nearly related to them. For some years we have seen, of the latter, few, and there were few sun-spots then, while now hardly a day passed without an aurora being observed somewhere, and this was always accompanied by magnetic storms. There was a striking and regular connection between them. When a sun-spot broke out it was very probable we should see an aurora, and were almost certain to have a magnetic storm. A few weeks ago there was a very big spot on the sun's surface, and auroras were seen all over England where the sky was clear. This connection between the sun and the earth was one of the greatest scientific mysteries of the age, and we were absolutely without any explanation of it."

EDUCATIONAL MISCELLANY.

SCHOOLED BUT NOT EDUCATED.

With a few exceptions our great educational institutions, and still more the smaller ones, are in grasp and spirit far behind the age, and entirely out of sympathy with the modern world which the rising generation is soon to take possession of. From the moment the boy begins to prepare for college he faces the past; educationally he lives in the past; and the more conscientiously he does the work laid out for him the vaster will be the final gap between college life and real life. The intellectual habits acquired in school and college may possibly enable him ultimately to grapple with greater power and skill with the later problems of real life, greater, that is, than he would have shown had he been left entirely unschooled; yet in the administration of affairs he is likely to be distanced for the best part of his life by the unschooled practical man who knows from early and real experience precisely what to do in any emergency. The young man fresh from school is apt to know with thoroughness much that the busy world has no use for. He has general notions of many arts and sciences, but his positive knowledge of the realities upon which such arts and sciences are based is usually next to nothing; still less does he know of the practical methods of men who apply them to human uses. His educational years have been spent mainly in a world apart from and largely out of relation with the modern working world he is to enter upon when his schooling ends. His education, admirable as it may appear from a theoretical point of view, serves rather to unfit than fit him for practical life; and his real education has to begin afresh in the rude and costly school of experience.

This, of course, on the assumption that the youth's education has been wholly by school-work. Fortunately there are few boys who do not rebel more or less against the routine of schooling, and some teachers undertake, often by stealth, a partial preparation for the real life. If the schools did not usually get the credit for good results obtained in this way by the independent and unencouraged efforts of their pupils, it is probable that it would be much easier than it is to do away with the traditional obstructions to real education which linger in most schools and courses of study.

One of the great problems of to-day is to infuse a larger share of modern spirit into school-life and school-work. To lessen largely the amount of book learning and increase the proportion of individual effort in dealing directly with realities; in short, to make the student more of a doer and less of a passive recipient of vague generalities.

In every department of active life the call is for men untrammelled by tradition, men trained to challenge every alleged fact and natural law until its truth is proved; bold men, used to the solution of real problems and undaunted by novel difficulties; alert men ready to grasp every opportunity for improvement in materials and processes, and skilled in the use of everything that ministers to economical success. The schools should help to develop such men. Now they often hinder such development.—*Scientific American*.

INSECT LIFE.—It is estimated that there are five times as many kinds of insects as there are species of all other living things put together. The oak alone gives shelter and support to 450 species of insects, and 200 kinds make their home in pine-trees. In 1849, Alexander Von Humboldt estimated that the number of species preserved in collections was between 150,000 and 170,000, but scientific men now say that there must be some thing like 750,000 species.

"CONSIDER what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of all civil countries, in a thousand years, have set in the best order the result of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interruptions, fenced by etiquette; but the thought which they did not uncover to their bosom friend is here written out in transparent words to us, the strangers of another age."—RALPH W. EMERSON.

FOR THE SCHOLARS.

SAYING NO.

Can you say no? I mean can you say no when it ought to be the answer, and yet when no is sure to displease. Every young man is sure he will refuse to do a crime like robbery, forgery, burglary, or murder, yet they are done continually. Here is a story of one of those boys: Harry was as nice a boy as you ever saw: at fourteen he became a clerk in an office; here he learned how to smoke—not having the courage to be unlike the others. Bye-and-bye he went to the theatre—had not the courage to say he had not been. He began to spend his Sundays in pleasure excursions, for his companions would ask him to go and he had not the courage to refuse.

One night one of his companions took him to a liquor store and offered him some whiskey; he could not decline it; he had drank wine and beer before with the same person, and so it was easy to take another step. As they sat and talked, his companion pointed out to Harry that the clerk had counted out the money that was in the drawer to put it in the safe, for the saloon was soon to be closed for the night. "It would be easy to take that money and he never would know where it was gone."

The temptation was great; after a few more words Harry slipped the bills in his pocket and the two went out. The next day he was arrested, searched, and the money found. The sentence was two years in the penitentiary, and all because he had not the courage to say no.

If it had been proposed to him at first to steal the money he would have refused, for it would have been a great shock. But see the easy steps by which he went down into the prison; smoking, rum-drinking, theatre-going, Sunday excursions, going to whiskey shops, disreputable companions. After having taken these steps, crime is sure to follow. Boys, your safety is in not taking the first step. Better be laughed at as a "milk-sop," or a "baby," than stand behind prison bars.

FAMOUS BATTLES.—NO. III.

ST. QUENTIN.

BY LEOLINE WATERMAN.

In 1555 the great Charles V., Emperor of Germany and King of Spain, abdicated his throne. He was succeeded by his son Philip II. Soon after the accession of Philip, a league was formed between France, the Pope, and the Sultan to rob him of his possessions in Italy. Sending the Duke of Alva to protect the Sicilies, Philip determined to attack France, and with an army of 47,000 men, laid siege to the large and populous city of St. Quentin. The Constable of France, de Montmorency, advanced to the relief of the city with an army of about 20,000. The Spaniards had so well stationed themselves, however, that he was unable to render the besieged garrison any assistance, and was obliged to retreat.

In advancing toward St. Quentin, the French had traversed a narrow and difficult pass between overhanging hills. Through this pass lay their only way of retreat, and a guard had been left to keep possession of it. When about to begin his retreat, the Constable fearing that the guard might not be able to stand their ground if attacked by the Spaniards, sent another body of troops to support them.

The re-enforcement came too late. Count Egmont, commander of the Spanish cavalry, had already succeeded in possessing himself of the pass. The Spaniards rushed furiously down upon the French, and the victory was won almost without a struggle. The Spaniards are said to have lost only 50 men. The defeat of the French was complete; 3,000 men were killed, and twice that number were made prisoners. The Constable himself was wounded and captured. The chief and bravest of the French nobility were destroyed.

This great victory, won upon the 10th of August, 1557, struck terror to the very heart of France. Had Philip pushed quickly forward he might have taken Paris also, and brought great disaster to the French. But he delayed in the vicinity of St. Quentin so long that the opportunity was lost.—*Scholar's Companion*.

THE weak sinews become strong in their conflict with difficulties. God has placed no limit to the exercise of the intellect He has given us on this side of the grave.—BACON.

HORSFORD'S ACID PHOSPHATE

in sickness is of great value. Its action on the nerves of the disturbed stomach is soothing and effective.

CANARY BIRDS.

The birds sold in our cities are raised in Germany; they are brought to this country in small, willow cages. The people in the Hartz Mountain region raise a great many birds; it is mainly done by women and children. Ordinary birds now sell at \$18 a dozen, a little later the price will be \$24, and perhaps higher as the season advances and the expense of keeping the birds accumulates. Some dealers keep as many as 10,000 canaries in their shops. The people have every year shown more and more love for this sweet little singer. The dealers say they are becoming educated to appreciate his beauty, intelligence, and wonderful musical exhibitions. In 1847 only 1,500 or 1,800 birds could be sold a year; the annual sales now reach 250,000. It is estimated that at least one person in fifty throughout the country has a canary bird. This would give a total of one million of birds; if each cost a dollar it would show that the Americans have one million of dollars invested in canary birds. The best canaries sell for \$35 each, but these are rarely brought to this country, they are sold in Europe; they sing tunes. It is noted as a curious fact that flowers have been more common in houses since canary birds have been introduced; music and flowers together.—*Scholar's Companion*.

THE MEXICAN HERO.

In the little town of San Pablo Guelatao, on the 21st of March, 1806, Benito Pablo Juarez was born. He was left an orphan in the care of his uncle when three years old; but when he was twelve he fled from his loveless home, and made his way to the city of Oaxaca. There a book-binder, who employed little Benito's sister, gave him work, and taught him to read and write and the first elements of arithmetic. In three years he was admitted to the Ecclesiastical Seminary, where he studied theology and then law, being finally admitted to the Mexican bar at the age of twenty-eight.

Juarez had already been a member of the State Legislature, and afterward became judge, and then Secretary of the State Government, which office was soon followed by that of representative from his state in the National Congress. Later he returned home to be its governor. While in this position Benito Juarez' name became familiar throughout the whole Republic for his honest conduct in national affairs. He paid off the State debt, and after a second term of office, left fifty thousand dollars in the treasury.

In 1853, the Dictator, Santa Anna, for jealous reasons managed to have him carried away to Havana, but later when Alvarez was made president, Juarez was recalled to the Mexican cabinet.

Until 1858 Juarez rose and fell with the liberal party. He was then declared President, and established the seat of government at Vera Cruz. It was there he gave to the nation the celebrated Reform Laws. The clergy, knowing that the new President and his party would put an end to their influence and seize their great wealth, got foreign influence and foreign bayonets to help them. But the Liberal party could not be put down, and in 1867 Juarez was again elected President. It is said of him that during all those years of severe trial, "he never lost hope, and always encouraged the doubting and weak ones with the promise of his country's salvation."

This promise he fulfilled, and, although Juarez died ten years ago, his principles still exist, and the party which he built up is now guiding the Mexican ship of state in peace, prosperity and happiness.—*Scholar's Companion*.

WHY JOE WAS POPULAR.

BY HAROLD STANTON.

It was not that he was handsome that made Joe Osborne popular, but he was not bad looking. He had a bright face and a winning smile which he was not afraid to show. Nor was he so very witty, wealthy, learned or talented, or had he so high a social position. He had a little of all of these, but not a large share of any. I will describe Joe to you, and perhaps you can see for yourselves why it was that his society was always welcome and often sought. Joe's appearance was always perfectly neat and clean. His clothes were not expensive but suitable, and selected with good taste and an eye to what suited his style and figure. His face was generally bright, and he seemed to have a stock of smiles that would always show themselves when he met a friend or acquaintance, and would often play about his countenance all the while he was talking or listening. And then the way he talked and listened was one of Joe's great charms. Perhaps it was because he

New Books, March, 1883.

cared so much for people, that he always seemed to be in the right mood to suit the person he met. I'll tell you, this was the secret: Joe was not wrapped up in himself; he was not selfish. If you felt down-hearted about any matter and let him know it—he generally had a way of knowing it, too—he did not pooh-pooh the whole thing and tell you that you must not think about it, and that it would all blow over; his way was to sympathize with you. I can hardly describe it, but after you had been with him awhile it seemed less of a trouble than before, and generally Joe's presence seemed to give you light to see a way out of it or through it. He was full of life and fun too. Anyone was sure of having a good time with Joe Osborne if the time and place were suitable, for he had a great sense of fitness. He had the self-control, too, not to make fun of things that should be revered and respected. Another thing that made him popular, especially with middle-aged people, was that he could talk sense. As Minnie Myrtle's father said, "Joe can sit right down and have a good talk about things, and really seem to enjoy it; and the boy talks like one who thinks and observes, too." And Mrs. Myrtle said: "I like him because he is a thoughtful, polite boy. When he was talking you did not see him stoop to pick up my handkerchief, and hand it to me so quietly that it was hardly noticeable. He laid it in my lap and returned my smile without making the slightest break in his conversation with Jack." "He's just that way at home and everywhere," said Jack. "I sometimes think," said Minnie, that it's because he has what the poet calls 'A heart at leisure from itself.'" "Well, it's something," said Jack, "that makes him thoughtful, generous, kind and pleasing nearly always; and I am going to try to be as near like him as possible." "Do Jack," said his mother; "but in your own way, not Joe's, or it will be a failure."—*Scholar's Companion*.

FRIDAY.

Friday is regarded as an unlucky day by many, but there is no reason for it. Our Savior was crucified on Friday and at some time the idea was started that the day was unlucky. But some very remarkable events have taken place on this day; and they show that there is no foundation for the general belief that it is not a lucky one. Friday has especially been an eventful day in the history of America. Columbus sailed on his voyage of discovery on that day, and ten weeks after, also on Friday, his eyes were gladdened by the sight of land. St. Augustine, the oldest town in the United States, was founded on Friday, and the Mayflower, with the Pilgrims, arrived at Plymouth on the same day of the week. Bunker Hill was seized and fortified on a Friday. The surrender of Saratoga was made on Friday. Cornwallis surrendered at Yorktown on Friday. The motion that the United Colonies were, and of right ought to be, free and independent, was made on a Friday. These are but a part of many great events that have made this a distinguished day, and is a good thing that the superstition that has hung about it so long is gradually disappearing.—*Scholar's Companion*.

A RAPID DECLINE ARRESTED.

Mrs. Anna G. Fourqurean, of San Marco, Texas, wife of a well known and influential citizen of that place, writing under date of May 21, 1881, says: "In the spring of 1878 a deep cold settled on my lungs; I had a dreadful cough, accompanied by daily fevers, sleepless nights, indigestion, loss of flesh and strength, mental depression and hemorrhages from the lungs. This state continued for eighteen months, notwithstanding I had the treatment of good physicians. By this time I had lost all vitality, spent most of the time in bed, coughed continually, raising a large quantity of deep yellow mucus, and after a little sleep in the latter part of the night I would awaken drenched by night sweats and so prostrated that I could not raise myself in bed until I had taken a little brandy. I began to lose hopes of life. My husband and my neighbors thought I could not possibly live. About this time your 'Compound Oxygen Treatment' was brought to our notice. My husband immediately sent for it; I stopped the use of all medicines and began the 'Treatment.' I was too weak at first to take it for as long a time as two minutes; but gradually the inhalations increased in length and strength, and would leave such a delightful sense of relief to my lungs that I loved to inhale. My fevers grew lighter each day until I had none. Two weeks from the beginning of the treatment I began to feel like a new person; could take walks; found myself singing while at my work, indeed I scarcely recognized my own self; my flesh increased and I felt and looked younger. I used the 'Treatment' four months faithfully; after that irregularly for several months, and at the end of twelve months from the time I began it I had no cough, no sign of lung disease, in other words I was well. It is more than a year since I left off taking the Oxygen and I have had no return of the disease."

Our Treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. DRs. STARKY & PALLEN, 1109 and 1111 Girard St., Philadelphia, Pa.

The publishers of the SCHOOL JOURNAL intend to give their readers each month a pretty clear idea of the books of the month. This list will be of value to the increasing number in all sections who want to keep posted on the new publications. Prices will be given and other information to guide buyers. Publishers will please send us information before the 20th of each month. Reviews will be found in their appropriate place, but brief, descriptive notices will be added to the titles.

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STANDARD LIBRARY: OLIVER CROMWELL. By Paxton Hood. New York: Funk & Wagnalls. 25 cents.

Public opinion has so altered in regard to this

great Puritan reformer, that an authentic account of himself and his times from what we now think to be the proper standpoint, is a most acceptable work. But it is not this alone that Mr. Hood undertakes, for Cromwell has been the subject for many a pen, and long before this there has been evidence brought forward to how him a great and noble hero whose mission was far less misconceived than his contemporaries believed. But among them all there has been no biography which answers the end proposed by the author of this volume, viz: a setting forth in a short, comprehensive manner, the life, times, battlefields, and contemporaries of the great Protector. And this he has done, and in a form accessible to those who have not time for the long and exhaustive volumes of all other writers upon the subject. A feature which no other slight biography, before published, contains, is the setting forth of the great contemporaries of Cromwell, some knowledge of whose lives is necessary in connection with a recital of Cromwell's, as they must appear in any complete account of the hero's work, while their work also has received illustration from his character and career. The first two chapters of the volume treat of the conflicting theories of Cromwell's life and his ancestry, family and early days. The third chapter carries the reader into the beginning of his active life in the politics of his country; the fourth chapter finds him in Parliament; the rest of his active life follows. Mr. Hood's style is pleasant, clear and flowing. He holds to his own opinion well, having good reason for the same, and maintains it modestly.

NOTES.

The National Temperance Society and Publication House have published among their New Temperance Tales a story in pamphlet form by Mary Dwinell Chellis, entitled "The Old Tavern." This is first of the "Fife and Drum" series, and is a thrilling story with an excellent spirit and is well told, bearing a potent moral weight against the sin of intemperance. Price 10 cents.

Among the recent publications of John B. Alden under the name of the "Elzevir Library," are Macaulay's "Frederick the Great" (seven cents), Shakespeare's "Hamlet" (seven cents), "Words of Washington" (four cents), "The Burning of Rome," from Canon Farrar's "Early Christianity" (two cents), "Rip Van Winkle" by Washington Irving (two cents), and many others. They are in small pamphlet form, and can be conveniently carried in the pocket. The annual subscription to this library is but \$2.00 a year, while it contains good reading. It is published semi-weekly.

"Herbert Spencer on the Americans and the Americans on Herbert Spencer," published by D. Appleton & Co., is sold at 10 cents a copy. It is a pamphlet issue of Mr. Spencer's interview with a reporter on the 19th of October, and the speeches at the farewell banquet of Nov. 11th, including not only Mr. Spencer's remarks and those of other distinguished men present, but those prepared by Mr. Youmans, Mr. Ward, and Mr. Leland, as well as a number of letters from prominent people who were unable to attend the dinner.

The Eclectic Short-Hand Primer by J. Geo. Cross, and published by S. C. Griggs & Co. of Chicago, is a little volume containing four lessons introductory to the "Eclectic Short-Hand" by the same author. Many stenographers of experience in court, mercantile life, and in newspaper reporting say that this method is acquired with facility, and that after a comparatively short course of study, a sufficient knowledge is gained to enable the student to take a position requiring an apt short-hand writer. But all these things must be taken with an allowance, for learning short-hand is not easy.

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It restores the energy lost by Nervousness or Indigestion; relieves lassitude, erratic pains and Neuralgia; refreshes the nerves tired by worry, excitement, or excessive brain fatigue; strengthens a failing memory, and gives renewed vigor in all diseases of Nervous Exhaustion or Debility. It is the only PREVENTIVE of Consumption.

It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness, and gives quiet, rest and sleep. It gives a better disposition to infants and children, as it promotes good health to brain and body. Composed of the vital or nerve-giving principles of the Ox Brain and Wheat Germ. Physicians have prescribed 500,000 Packag. For sale by Druggists or by mail, \$1.00.

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Publisher's Department.

In response to the urgent demand for an inexpensive song book containing only such music as can be easily mastered by those not proficient in the art. Messrs. D. Appleton & Co., have issued the Wavelet. This is an abridgement of the Song Wave which has become so popular. It contains about one hundred pages and embraces all the simpler and more popular pieces of the large collection, and is a highly commendable work. A sample copy will be forwarded for examination to any teacher or school officer, on receipt of thirty cents.

Among the new publications of Cassell, Petter, Galpin & Co. this month, are Augustus Mongredien's Wealth Creation, which is the truths of political economy concisely expounded in clear language and popular style, by the author of several noted works upon matters of history and government, and Four Years of Irish History, 1845-1849, by Sir Charles Gavan Duffy, which is a volume dealing with the most memorable incidents in the modern history of Ireland. Sir Charles has written not only from intimate personal knowledge of his theme, but has made a careful study of many unpublished documents and private correspondences. For special advertisement of these and others see first page.

The manager of the Boston School Supply Co., Mr. J. A. Boyle, announces a complete stock of everything pertaining to school work, orders for which are promptly attended to. This company makes a specialty of wall maps. Of these now they have the largest assortment in the country, which they are offered at very low prices. Teachers desirous of any kind of maps or charts will do well to correspond with Mr. Boyle.

To meet the new movement being made in some schools, of spending less time upon the hard work of translation, once thought so necessary to the study of the Latin and Greek languages, Charles De Silver & Sons, of Philadelphia, are publishing interlinear translations of Virgil, Caesar, Horace, Cicero, Salust, Ovid, Xenophon, etc., for use in schools. They have also ready Clark's Latin Grammar adapted to this interlinear series of classics.

Noticeable among the school-book announcements just now is that of Collins & Brothers, of Broadway. This firm is offering such valuable books as Kirkham's Grammar, Lovell's U. S. Speaker, and New School Dialogues, Northend's Little Speaker, American Speaker, and School Dialogues, and Prof. Zachos' New American Speaker. In preparing for the summer closing exercises, it would be well to send for copies for examination.

The new felt erasive rubber, manufactured by the Joseph Dixon Crucible Co., is meeting with general approbation. It is of excellent quality, having the combined virtues of fine surface, first class erasive qualities and sharp corners. It does not grow hard with usage and is in every way pronounced the best article of its kind.

The old established house of Curt W. Meyer, offers improved physical and chemical school apparatus at decidedly low rates. Teachers would do well to send stamp for a catalogue of his stock which includes the Holtz Improved Electrical Machines, the Student's Electrical Cabinet, Tyndall's Electrical Apparatus, sets of physical and chemical apparatus economically selected for school use, sets of instruments to illustrate Balfour Stewart's Physical Primer; chemical apparatus to accompany H. E. Roscoe's Chemistry Primer; also sets of chemicals and specimens, and valuable works on chemistry, electricity, etc., at very moderate prices.

Teachers, governesses and tutors desiring positions, in schools, families, colleges, etc., in want of competent instructors, will do well to communicate with Pinckney's Agency, where all kind of business connected with schools is satisfactorily attended to under its present management.

THE McSHANE BELLS.

The celebrated McShane Bell Foundry, Baltimore, Md., Messrs. Henry McShane & Co., proprietors, are daily shipping bells to all points in the United States and Canada. They are also sending a great number to foreign ports. Not long since they sent three splendid bells to Central America, several to Cuba and a beautiful bell to West Africa. The orders are coming in daily from all points, and they are receiving flattering comments on the excellence of their bells every day. One

letter reads, "We have tested the bells thoroughly by ringing and are proud to say that they are excellent in form, volume of tone and harmony. They agree fully with our organ. You may rely upon it that I will recommend no others than your bells. These are good recommendations, and I may well add:

All others will try in vain
To imitate, or beat McShane."

Another one writes, "I heard many good bells in my time, but this bell beats them all." These are only several, out of many, taken at random, and they certainly demonstrate the superiority of the McShane bell.—Adv.

The drunkard swills alcohol. Wise men use *Samaritan Nerveine*, the king of all remedies.

*Lydia E. Pinkham's Vegetable Compound strengthens the stomach and kidneys and aids digestion. Either sex use with benefit.

One Fool Among Many.

Wrecked by his Untempered Ambition
—A Lighthouse on the Shoals.

"I ought to have stopped five years before I did; but I thought it wouldn't amount to anything, so I kept on. I was a fool, of course—but who isn't, when ambition and the chance of making money spurs him on? I only hope I shall get well enough to digest another square meal some time without a rebellion in my stomach."

The speaker was one of the best known civil engineers and mining experts in this country; hardy by nature as a buffalo, but broken down by hard study and the merciless lashing administered to his mind and body by his own hand during the earlier part of his career. At fifty he is prematurely gray, bent in form and dispirited. Dyspepsia did it—Dyspepsia, the self-inflicted curse of the American in every department of toil.

"I am thirty-five years old," writes Mr. Charles H. Watts, of West Somers, Putnam County, N.Y., and had suffered from dyspepsia for fifteen years. Tried everything. At last gave PARKER'S GINGER Tonic a chance to show what it could do for me. It proved its ability by curing me. I recommend it to all who are suffering from this dreadful disease." Mr. G. R. Cole, druggist, of Carmel, N.Y., certifies to the truth of Mr. Watts' statement. Gloom, despondency, hopelessness, disgust with all labor, sleeplessness, horrid dreams to render bed-time like the hour of execution to a criminal—these are some of Dyspepsia's foot-prints. The Dyspeptic knows what Coleridge meant when he said: "Night is my hell!" PARKER'S GINGER Tonic cures Dyspepsia, purifies the Blood, dispels Rheumatism and all chronic ailments. Prices, 50 cents and \$1 a bottle. HISCOK & Co., New York.

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Teachers Desiring Positions should send stamps for Application Blank. Pinckney's School and College Directory and Guide, for 1882 (10th year of publication) will be issued in June. PINCKNEY'S AGENCY, Domestic Building, Broadway and 14th St., N. Y.

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These mottoes are pronounced the best now published. They render the school-room attractive, stimulate pupils to earnest study and exert an excellent moral influence. Can be easily read across the school-room. Put up in strong manila envelope for mailing. Address,

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which are spelled with any of the letters forming the words "AMERICAN ETIQUETTE." For the second largest list, \$75.00.

For the third largest list, \$35.00.

The contest will close May 1st, 1883. "American Etiquette" is a complete work on Home Culture, Lesser Manners, Etiquette, Letter Writing, and Social and Business Forms. Contains 424 pages. Illustrated by 100 engravings, printed on extra fine paper and handsomely bound. Endorsed by all who have read it. Price, \$2.50 gilt; \$2.00 plain edge. Contestants must have a copy of the book, which will be sent post-paid on receipt of price, with rules governing the contest.

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Mr. Edward Atkinson, illustrating the advantage of machinery, says it would require sixteen million persons, using the spinning wheel and handloom of less than a century ago, to make the cotton cloth used by our people, which is now manufactured by one hundred and sixty thousand.

"If you would be truly happy, my dear," said one New York lady to another, "you will have neither eyes nor ears when your husband comes home late from the club." "Yes, I know," answered the other wearily; "but what am I to do with my nose?"

Childhood, Manhood, and Hoary Age exclaim in unison. "Behold the Conqueror."

DURING a brief visit to the ancient town of Warwick, R. I., recently, our agent extended his trip to the southeastern extremity of the town, to look about among the wonderful improvements which have been made in the appearance of Warwick Neck during a comparatively brief period, and while conversing on this subject with Col. BENJAMIN S. HAZARD, the popular proprietor of the Warwick Neck Hotel he learned that the greater part of the handsome summer residences had been erected inside of a dozen years; and he also learned that Col. Hazard had been a great sufferer from chronic disease of the Kidneys and Bladder over fifteen years, the most painful form of it being a stoppage or retention of the urine, which was so very severe at times as to disable him for his accustomed work, and even confine him to the bed, when a surgeon's assistance would be required to relieve him. He was being doctor'd a large part of the time, but could get no permanent relief. At times his sufferings were terrible from sharp, cutting pains through the Kidneys and Bladder; and he had suffered so long and so severely that he had become discouraged of getting well again, especially as the doctor stated that it was doubtful if a man of his age, with such a complicated disease of long standing, could be cured. But last summer when he was suffering intensely from one of these attacks, a gentleman who was boarding at his hotel, urged and persuaded him to try a bottle of Hunt's Remedy, as he had known of some wonderful cures effected by it.

Mr. Hazard says he had no faith in it, but consented reluctantly to try it; and after taking it only two days, the intense pains and aches had disappeared, and he commenced to gain strength rapidly, and in less than a week was attending to his accustomed work, and has never had a return of the pains. Mr. Hazard is over seventy years of age, and on the 25th of Nov., 1882, when our agent met him, although it was a very cold and blustering day, he was in the field, with his team at work pulling and loading turnips, as hale and hearty a man as you could wish for, whereas just August he was unable to stand up to oversee the work then going on in the same field.

HUNT'S REMEDY had given him health and strength again, and he recommends it to his relatives and friends, several of whom are now taking it, as he considers it a most excellent medicine for all diseases of the Kidney and Bladder.

The meanest slight a girl can put upon an admirer is to use a postal card in refusing an offer of marriage. It proves that she doesn't actually care two cents for him.

Winston, Forsyth Co., N. C.

Gents—I desire to express to you my thanks for your wonderful Hop Bitters. I was troubled with dyspepsia for five years previous to commencing the use of your Hop Bitters some six months ago. My cure has been wonderful. I am pastor of the First Methodist church of this place, and my whole congregation can testify to the great virtues of your bitters.

Very respectfully, Rev. H. FEREBEE.

STANDING before a clergyman who was about to marry him, a rustic was asked, "Wilt thou have this woman?" etc. The man stare! in surprise and replied, "Ay, surely! Why, I kummed a puppus!"

"The best advice may come too late." Said a sufferer from kidney troubles when asked to try Kidney Wort, "I'll try it but it will be my last dose." The man got well and is now recommending the remedy to all sufferers. In this case good advice came just in time to save the man.

A strong effort will be made in Dakota to secure a prohibition clause in the State constitution at the outset.

"Our child had fits. The doctor said death was certain. Samaritan Nervine cured her." Henry Knece, Verrilla, Tenn. At druggists.

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This preparation, consisting of the Extract of Beet (prepared by Baron Liebig's process), the very best Brandy that can be obtained, soluble Citrate of Iron, Cinchona, and simple Bitter Tonics, is presented to the world for a trial of its claims. There are several preparations purporting to contain some of the above-named components, but the high cost of manufacture and the consequent reduction of profit, have caused the manufacturers to allow many such to deteriorate by the use of impure and cheap materials.

Physicians of large experience are growing to realize more and more fully the importance of preparing in accordance with the principles of dietetics the waste which disease entails; and those physicians are most successful in practice who recognize the fact, that the true use of drugs is to restore to normal function the process of nutrition, on which life and health depend; and it has been a desideratum to obtain a preparation which could be given with a certainty of benefit.

We therefore present COLDEN'S LIQUID BEEF TONIC to the profession with a confidence inspired by a knowledge of its universal application in disease, and guarantee its purity and perfect assimilability.

We believe a trial will convince all—that it is an invaluable aid to the physician.

Its benefit is particularly marked in lowered states of the system, such as simple Anæmia, and that resulting from malarial poison, in chlorosis, spinal irritation, mental and nervous debility of over-worked business men, and especially in convalescence from protracted diseases. Its simple bitter principles act directly on the gastric nerves, stimulating the follicles to secretion, and giving to weakened individuals that first prerequisite to improvement—an appetite. The Cinchona which it contains makes it indispensable in the treatment of the results of malarial disease, whilst its iron is a direct blood food, and its alcohol acts in the double capacity of assisting the local effect of the simple bitters upon the gastric mucous membranes, and also as a direct nervous stimulant.

It will thus appear that, unlike any preparation ever before offered, it combines properties of the utmost value in the treatment of such conditions as have been spoken of in this article. It is truly stimulant, tonic, nutrient, and hematogenic, and also palatable and digestible that the most sensitive palate and stomach will not reject it.

To conclude: this is not a new preparation, but one whose merits have been long acknowledged.

In a report of the celebrated physician, SIR ENASMUS WILSON, of London, he says: "Several cases of incipient consumption have come under my observation that have been cured by a timely use of LIENIG'S BEEF TONIC (COLDEN'S)."

We are in receipt of several hundred such commendations, but prefer, instead of introducing them here, to merely append an official analysis of the preparation, made by an eminent London chemist:

The following is a correct analysis of COLDEN'S LIENIG'S LIQUID BEEF TONIC, perfected 3d January, 1868. I obtained the samples indiscriminately from the Company's Warehouse, Lower Thames Street, London, E. C. I find this preparation contains:

20 per cent. saccharine matter.	20
25 per cent. glutinous or nutritious matter obtained in the condensation of the beef.	25
25 per cent. spirit rendered non-injurious to the most delicate stomach by the extraction of the tincture.	25
30 per cent. of aqueous solution of several herbs and roots, among which are most discernible Peruvian and Calisaya Barks.	30

Total. 100
I have had the process explained by which the beef in this preparation is preserved and rendered soluble by the brandy employed, and I am satisfied this combination will prove a valuable adjunct to our pharmacopœia.

Signed, ARTHUR HILL HASSALL, M.D., F.R.S., President of the Royal Analytical Ass., London, RUSSELL SQUARE, London, W. C. 3d January, 1868.

Since the date of the above analysis, and by the urgent request of several eminent members of the medical profession, I have added to each wineglassful of this preparation two grains of SOLUBLE CITRATE OF IRON.

T. COLDEN.

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Established 1870.

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A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

E. L. KELLOGG & CO., Educational Publishers,
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New York, April 7, 1883.

THE Scholar's Companion

FOR APRIL

Comes out laden with an unusual supply of interesting reading for home and school. The opening article is an illustrated one entitled "A Voyage to Europe," which is spicily written, and there are two other illustrated articles, "The Circus" and "Stories About Girls." In point of length as well as merit the chief contributions this month are "Are they Fairies?" "Good Queen Bees," "A Race for Life," "Famous Battles.—VIII.—The Invincible Armada," "What Cured Carl," "Shall and Will," an excellent dialogue; "The Alhambra," being another of the charming series of travelers' tales; "Pure Generosity" and "Uncle Fred's Play-School." Besides these more noteworthy pieces, there is a multitude of shorter items each full of either instruction or amusement. The departments known as "The School-Room," "The Letter-Box," and "The Writing Club" are continued with all their delightful qualities, for the COMPANION readers, no doubt, find all three indispensable. There is not a line of dryness or fatigue in this month's number, and it is not to be wondered at that such attractions of contents should win for the little monthly the enviable popularity it enjoys among both old and young readers.

We are indebted to Hon. John Eaton, Commissioner of Education for information about the Brazilian Educational Congress. See Editorial note.

PROF. W. T. HARRIS has been secured by the New York Teachers' Association to address them April 19; we hope other noted educational thinkers will be invited to follow Prof. Harris.

LET no one despair. The work is moving on. Kentucky is to hold an educational meeting at Louisville, to improve the educational condition of things in her border, and Texas is increasing her expenditures. See "Educational note" for particulars.

LET the teachers organize; they should have the standing a church has at least. In each county let them meet and organize, have regular meetings and regular membership. Let one representative to the State Association be chosen for each 100 teachers.

NO TEACHER has made for himself a warmer place in the hearts of his co-laborers than Dr. Edward Brooks, Principal of the Millersville Normal School, Pa. He is a large hearted man, genial, progressive, cultured and sympathetic. Where will be found his equal to continue the work he has done so well for twenty-eight years?

It was the advice of President Walker of the Board of Education of this city, that the teachers should organize and thus increase their power and influence; that they should take the needed measure, make their occupation a profession. Mr. Walker is one of the soundest lawyers in the whole city. His advice should be followed.

WE learn from several correspondents at the west that Col. F. W. Parker has been received with great enthusiasm. It looks now as though the "educational boom" would begin at the west. The western people believe in advancement; New England has been told that it had reached the *ne plus ultra* in education—and unfortunately for her she believed it.

IN response to the request for the names of those who will conduct normal institutes this summer many letters have been received. But there are not enough, yet. We shall publish a list of names; let all men and women who can teach teachers about teaching send in their names. There will be 1,000 normal institutes open this summer we hope—there will be a scarcity of conductors.

WE think the faculties of normal schools of New York, and those in other states also should unite and hold an educational school of an advanced character this summer. There is an inquiry for a school of the right stamp. Some central point should be selected where the air is pure and invigorating and notice given. There are thousands who are teaching who want to study the Art and Science of Education.

It is a poor month that does not witness the birth of one educational journal. Unfortunately, the deaths equal the births so that the total number is not greatly increased. The *Eclectic Teacher* ended its career in February; it has been a very readable compilation. The SCHOOL JOURNAL has been frequently honored with a place in its pages. It had hardly breathed its last when the *Tennessee Journal of Education* gave a lusty cry. This is a 24 page monthly at \$1.00 per year, and is well filled with advertisements. It has valuable matter in it and has a look of business that augurs well. We tender our best wishes.

THE canvass of Supt. McMillan for the State Superintendency, though unsuccessful, was yet attended with one result that must be truly gratifying to him. It developed the high and universal esteem in which he is held by the teachers of the State. He was emphatically the teachers candidate. The circumstances that militated against his election were not of a nature to reflect upon him personally. There were none but good words for Supt. McMillan from all quarters. The canvass has defined his place as a representative educator of New York State.

Mr. Ruggles, the Superintendent elect, was not so well known to the teachers, his life having been passed in other lines of activity. He is accredited with ripe culture and superior executive ability. With these qualities to begin with, a careful study of our school system may enable him to become an enlightened and effective leader of educational thought and of educational progress. It is fair to assume that his intentions are to do all in his power to advance the cause of education. The teachers on this assumption welcome their new Superintendent, and hope that they will be not only satisfied with his administration, but proud of it.

NORMAL INSTITUTES.

The watchword of every one desirous of advancing education should be: "Improve the Teachers." Normal schools do a limited work in N. Y. State; about 1,000 graduates are at work and this number seems to be the limit. The rest must be prepared in normal institutes or classes. Of these there should be a large number in operation this summer. Let the school commissioners begin at once and secure men to hold normal institutes four weeks in length. The teachers will pay the small tuition fees required to remunerate the conductors.

Let the commissioners issue a stirring circular and the teachers will turn out. The town that is selected should assist; it should subscribe \$100 or more towards the expense and will if matters are properly managed. We have in mind a town that contributed liberally for a summer school and others can be found.

All things are waiting on the county school official. It depends on him to say whether the teachers shall be fitted for teaching or not.

For the SCHOOL JOURNAL.

ONE OF MANY.

Numerous letters find their way to the editor's table, and receive more or less attention; the following, however, contains much that cannot be answered. It presents a state of mind that is probably not uncommon.

"I have a position as teacher that is not disagreeable, except that I see myself powerless to do what my pupils need. There are seven teachers in the building; the principal is a good man, but he knows nothing about education; he simply runs the school as he would any business. During the four years I have been here, the only direction I have heard is, 'Make them learn their lessons thoroughly, and keep them in order.' I find myself disposed to settle, and find it needful to rouse myself almost as I do in church when I fall asleep over a dull sermon. Some years ago I heard a band of negroes sing some plantation melodies, and one was, 'Keep me O Lord, from sinking down.' I pray that prayer here in—very often.

"Began teaching with great ambition, but I soon found I knew but little about it. For about fifteen years I have (to myself) called myself: 'A babe in education.' My light is not very clear now, but I find my pupils deeply interested, and that encourages me. My difficulty is, that with the exception of the primary teacher, there is no one with whom I can talk upon education. I feel that I must attend some school that can teach me, if there is such a one. I do not want to go to a so-called 'Normal School.' I do not want to review my studies, I am proficient in them. Besides I know that some of the teachers in the normal school are really poor specimens of teachers. They would be of less service to me than I to them. I want to attend some special school where the history and methods of education in connection with natural philosophy will be taught. I would be glad to go to such a school. Is there such an institution? If so, and you can recommend it, tell me where it is situated? What would you advise me to do? B.

(That an educational school like the one above suggested is greatly needed is quite apparent. Letters come from those who are teaching in important positions, asking for such a school. If these go to the ordinary normal school they are set to studying geometry, algebra, philosophy, etc. But these teachers do not want to spend their time in that way; they want to learn the theory and practice of teaching. The Summer schools that are spring-up in various parts of the country are better fitted for the needs of the writer than any that we know. An apathetic principal and apathetic associates are related like cause and effect. But let not "B" despair, rather let her call a meeting of the teachers to discuss education, and there set the ball in motion. A conference will do good. She will impart ideas if she does not obtain them. If that principal will not come, never mind; but he will come.—A. M. K.)

For the SCHOOL JOURNAL.

THE RESPONSIBILITY OF THE TEACHER.

It is apparent that the teacher is in a place of great power; he is where he can exert a mighty influence; he is responsible for the proper use of this power. This has been long felt by all classes of people. It is not by the money that he receives as a compensation that a hold upon the teacher is obtained; the just mind will never excuse a teacher for not-doing, or for mis-doing, or for partly-doing his work because his wages are small; if he undertakes the work he is responsible, wages or no wages; ignorance, inability or poor wages cannot remove the responsibility.

The Interest of the Public.—The tendency of most teachers is to feel responsible to their pupils only. They go back and forth to the school-room and seem ignorant that the public has claims on them. Having heard all the lessons properly recited; having inspected the copy-books to see that the "t's" are crossed and the "i's" dotted, they return to their boarding-places content.

The Mohawk Dutchman prayed thus:

"The Lord bless me and my wife,
My son John and his wife,
Us four
And no more. Amen."

The limit that most teachers set for their efforts and prayers is the school, and too often it is that they may keep an "orderly school" and no more. The present state of the public mind is the result of concerted effort. The press, lectures, sermons, and the results apparent have formed public opinion; and it is being formed by just such agencies today. The teacher is responsible that such influences are employed. Every teacher who can, should write for the press, lecture and speak with reference to enlarging and improving the public estimate of the value of education.

His Own Progress.—All agree that the teacher is responsible for the progress of his school, and no one wishes to lessen his responsibility in this respect. But the greater includes the less; his pupils will go forward, too; if he stands still, they will stand still, too. Thousands of teachers are conscious that something is lacking in their schools, they feel their hold upon their pupils is over. They complain of their pupils when the fault is with themselves.

The Condition of Education.—It is not enough that the teacher keeps a good school himself, he must labor to have good schools exist everywhere in his own city, or town, or county and state. It is sufficient to know that the concerted efforts of the Christians of this country are accomplishing a wonderful work, black as the darkness of heathenism is, to stimulate the teachers to undertake to improve the condition of the schools in their immediate vicinity.

Professional Instruction.—If it is asserted that few teachers are desirous that none but properly trained teachers should teach, no one will deny it. The public cannot be expected to manifest but little interest in this phase of educational progress; but it manifests more than the teachers do. The only way further progress can be made is to give teachers more skill. While the teacher cannot found normal schools and normal institutes, he can show himself profoundly interested in them.

TEACHING IN ART.

Every teacher should engage in his work with the conviction that all he does is *educative*. That, whether his intention be so or not, all that he does tends in some degree to form the character of those under his charge. This doubtless is true. But it is equally necessary for one who would secure the highest results that he should see clearly that the things he does, whether teaching, instruction, or discipline, are not themselves education. Take one instance out of many. Instruction is not education, education is not instruction. There cannot be instruction without education, there cannot be education without some sort of instruction. The two things are essentially distinct, yet inseparably connected. Education is an action of the mind itself and a result to the mind, of which instruction is but the instrument. Both receive illustration from food and digestion. By the latter process the former is assimilated by various organs of the body, and converted into vital forces. So instruction may be regarded as aliment, and education the process which turns it into mental force and intellectual vigor.

It may be safely asserted that there cannot be instruction without some degree of education. Yet the truth remains, and ought to be thoroughly understood, that the degree of the educational result of instruction depends mainly on the method. It may be conceded that all teaching has a certain educational force, and must communicate some result to the character; but of two modes of teaching the educative force of one may be tenfold that of the other. For instance, let two persons instruct different classes in the same subject, say, the shape of the earth; one shall so treat his subjects as to require no more effort than is necessary to give a clear apprehension of it; the other shall so marshal his facts and his illustrations, that his class will reason

out inductively the subject for themselves. In this case the mental effort would be greater, the pleasure more intense, and consequently the educational result much more than in the other.

1. *CONDITIONS OF SUCCESS.* 1. *Desire to excel.* The first condition of success to a teacher is to have right motives in his work, and distinctly to fix in his mind the ends for which he should labor. Of course we eliminate all mercenary views. For though it is right that every one should consider well what he will get for his labor and skill, what sort of living he can secure, and what provision he can make for the future—though these may be among the motives which determine his choice of a profession, or his continuance in it—yet in the work itself there is room for the operation of other motives, and if he has a manly ambition, he will be more influenced by the desire to excel than by the amount of his pay.

2. *There must be a well considered aim or purpose.* Defects in school keeping may often be traced to the fact that the master has exceedingly vague and misty notions of what he would be at, or to having very limited and mechanical conceptions of his work. To be successful there must be an aim, a definite purpose; and this not merely for a day, or a week, or a year, but for the whole school life of the child.

3. *There can be no plan where there is no aim.* The importance of having a well defined purpose is evident if we consider that where there is no aim there can be no plan. When there is a plan—even if the work is only manual—there are neatness, regularity and despatch. More is always done, and better done, with a plan than without one. Without a plan in school work, considered in relation to what has to be accomplished in the entire school life of the child, there come to be waste of time, misdirected energies, useless repetitions, and round-about ways.

4. *Importance of the aim or purpose being a right one.* So in school, one man's school is superior to another's in all the special matters for which the other solely works, because he seeks a higher end than the other—an end which employs among his means the other's ends.

For the SCHOOL JOURNAL.

NORMAL INSTITUTES.

Already preparations are being made for the instruction of teachers in the counties; and more will probably be done in 1883 than has been in any previous year. It is estimated that not less than 75,000 attended the various institutes in 1882; some put the number as high as 100,000. It is an opportunity for great good. If all of the institutes were directed by enlightened skill vast results might be expected. But such is not the case.

To gather the teachers of a county for one, two, three or four weeks, and "drill" them on arithmetic, etc., does not make a "teachers' institute" of the gathering. The Good Book says where two or three are met in *His name*, He meets with them—a church is really constituted for the time being. So the gathering of teachers to be a "teachers' institute" must have the real spirit of education present; there must be an earnest desire to advance in ability to benefit morally and mentally the growing generation; and there must be appropriate means employed to reach the desired ends.

1. Those who assemble should possess the spirit of teachers—the spirit of helpfulness.
2. They should be morally and mentally ready to receive the instruction that is given.
3. The instruction should be that which will help them to teach. It is often such as fits them quite as much for the trades, the shops, or the stores.
4. The one who teaches them should understand education practically and theoretically.
5. To learn the art of teaching the teachers must teach, hence classes must be daily taught by those who would learn teaching.
6. Instruction in the various studies to a limited extent will be given.
7. Instruction in the best methods of teaching should be given—based on principles.

It must be admitted that these common sense requirements are not lived up to. From all over the country comes the cry—"Where shall I go to learn to teach? I have taught for years; I do not teach as well as it can be done; I went to the—institute, but it was of no use whatever. Where shall I go?"

This is a serious matter; where shall we send those who ask directions? Where in New York, Pennsylvania, Ohio, Indiana, etc., is a place where a teacher can spend four weeks and go away satisfied?

We are certain that many of the so-called "institutes" are not such, for the reason that those who are in charge of them do not understand education at all. Many county officers conscious of their own inability, secure the services of the best men they can find, others for the sake of the little money that will be paid run them themselves.

Our counsel is that the county officers determine to have a real educational school, and to draw to it solely on the ground that it will impart a knowledge of education, just as a medical school would impart a knowledge of medicine. The general work should be of four kinds; and supposing four hours be employed by the instructor, he would devote them as follows, viz.—One hour to,

1. Academical work, arithmetic, etc;
2. Art of Teaching (actual class.)
3. Science of Education.
4. General subjects.

Beside these, singing, gymnastics, drawing would consume an hour at least.

An Institute will need at least two instructors—one to take subjects (1) and (4), the other subjects (2) and (3). Both of these men should spend months in getting ready. Then there are in every State men and women of ideas teaching in the schools, who could be obtained for reasonable sums to do this kind of teaching. They should be sought out and urged to engage in this work; in this way the institutes could be managed somewhat as they should be.

For the SCHOOL JOURNAL.

SCHOOL SUPERVISION.

SUP'T H. B. GWYNN, Galveston, Texas.

I find in the SCHOOL JOURNAL, January 20, "the better the teachers the less money need be paid for supervision." I cannot agree with this. Nor do I endorse the course of a principal who "leaves his good teachers alone." They need intelligent encouragement and assistance as well as the untrained. To give this the supervisor must be a man of broad ideas, liberal culture, acute sensibilities, sound judgment, good, practical common sense, a large heart, independent and decided in action, hopeful, courteous—a true man, a master workman. Good soldiers need a good general—the better the soldiers, the better the general. In factories where skilled artisans are employed, one more skillful than his fellows is made foreman. To every organization there should be a directing, controlling head. This is recognized in all industrial centers. Though every sailor on board a ship may be able to command if called upon, yet there is no less need of a captain.

Moreover, rules, regulations, courses of study, etc., must be mapped out—planned to suit localities. A master mind should prescribe these things, and then see to their execution. Not every good teacher is capable of these things. Not every good teacher would be able to accomplish so much or do it so well without the constant aid of the superintendent. Moreover, he stands between the teacher and the public, saving her petty annoyances, protecting her in her rights while he looks as well after their interests.

Without a guiding head there would be as many systems as schools.

The foreman may seem unnecessary to some skilled mechanics; the railroad president may appear an overpaid figure-head; the presidency of a republic may appear an unnecessary officer in a land where all are freemen, supposed to be capable of self-government; yet the universal practice of

intelligent men formulates the doctrine of his common sense on this point in supervision.

When the ideal teacher is found in every school-room, and educational journals are no longer necessary, the time for abolishing supervision will have come.

As it now is, in few places is enough paid for supervision. Consequently the best men cannot always be found to fill the places. Moreover, in many places merit gives place to political preferment. This is usually so when popular election fills the office.

My whole efforts are constantly given to making better teachers and better schools. I am not a believer in "born teachers." Success in teaching is attained by following the "royal road,"—constant, systematic, earnest toil. I am a hearty advocate of all that tends to build up our noble profession and make its good works felt throughout the borders of our land. None have done more toward attaining this result than intelligent supervisors.

Unskilled teachers are the enemies of public schools.

Few skilled teachers are able to keep abreast of the times in more than the general progress of their profession. The superintendent goes also into special work. He masters all, little by little. The scope of his knowledge is broader, his information more varied, and his experience more extended and varied as well as fresher than theirs. He is a gleaner as well as a thinker. He is indispensable. The better the teachers the greater should he be, and the better price should his services command.

THE HIGHER EDUCATION OF WOMEN.

The record of the work accomplished at Vassar, Smith, Holyoke and Wellesley has proved the capacity of young ladies to compete with their brothers in the studies of a college curriculum, without danger to their health and with high honors. But many who concede the results gained in this direction have doubted if it were best for women to seek the advantages of a collegiate training under the care and guidance of institutions that have heretofore opened their doors only to young men. The experiment, however, has been made by a few colleges, and the results have been such that the advocates of co-education have at every point been strengthened in their position.

The history of what is known as the "Harvard Annex," is of great practical interest in its bearing on this subject. A few ladies in Cambridge asked the question, "Is it not feasible to secure for the daughters of our homes a share in the treasures of this great University under whose shadow we live?" Arrangements were made by which the professors consented to repeat to classes of young women the instruction given to young men. The faculty of the University have been surprised to witness the enthusiasm and ability shown by these outside pupils in the study of the higher branches of learning. As the result of this experiment, that has gone forward with little public agitation, young women can now pursue a course of study that is a fair equivalent of the undergraduate course of the college.

The time has come for this work to pass out of the experimental stage, and those who have carried it forward thus far now appeal to the public for an endowment that will place it upon a sure foundation and make it a part of the organic life of the University. There is little doubt but that this will soon be done. The professors are a unit in their conviction that this action is both wise and necessary.—*Golden Rule.*

KIND words produce their own image in men's souls, and a beautiful image it is. They soothe and comfort the hearer. They shame him out of his unkind feelings. We have not yet begun to use them in such abundance as they ought to be used.—PASCAL.

As ships meet at sea, a moment together, when words of greeting must be spoken, and then away into the deep, so men meet in this world; and I think we should cross no man's path without hailing him, and, if he needs, giving him supplies.—H. W. BEECHER.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

DEBATE IN SCHOOLS.

By B. S.

In my highest class I propose questions that will call for judgment in the solution. They are before the class a week. Then three are chosen to represent the affirmative and three the negative. Then a jury of teachers is chosen on the affirmative side, ascends to the platform and states his reasons; he may write them out if he chooses. Then the other side speaks. Then another on the affirmative adds arguments. The other side next gives their arguments. Then the jury decides. If it is a case which has been decided by a court, give the conclusion arrived at by the court. Some questions are given.

1. Mr. Jones signed a promissory note, supposing it to be only a receipt for a plow sold to him by Smith, and he testified that the agent of Smith assured him that the paper was such a receipt only, and that, so believing, he made his signature. Smith sold the note to Brown. Brown called on Jones for payment and it turned out to be a note of \$125. The question is, is Jones legally liable to Brown on this note?

After much discussion I told them that the law was that if a man, through neglect of precautions within his power, affixes his name to that kind of paper without knowing its character, the consequent loss ought not to be shifted from him to an innocent purchaser of the paper. Tested by this rule, the facts which Jones offered to prove would have been no defense. He signed the paper voluntarily. He was under no controlling necessity to sign without taking such time as might be needed to inform himself of its character. One who, without any necessity, so misplaces his confidence, ought not to claim that the paper he is in consequence misled to sign should be taken out of the rule protecting commercial paper, which is that all promissory notes in the hands of innocent purchasers must be paid no matter how obtained.

For the SCHOOL JOURNAL.

LESSONS IN ASTRONOMY.

Mercury on the first of April rises 21 min. after 5 o'clock; on the 16th, at 6 A. M., he is in superior conjunction with the Sun. Jupiter sets on April 1 at 25 min. after 12 noon; he is in Taurus.

During the month of April Venus is morning star; she is nearing the Sun; on the 10th she is in conjunction with a star in Aquarius at 11 A. M., at four in the morning she will be seen near the star; she rises on the first of April at about four o'clock.

Mars is too near the sun to be seen; on the first of April he rises about five o'clock.

Saturn sets on April 1, at quarter before 10 o'clock P. M., he is in Taurus, nearly south of the Pleiades.

Uranus sets Apr. 1 at 5 A. M.; he is in Virgo.

Neptune sets April 1 at a quarter after 9 P. M.; he is in Taurus.

The Moon is in conjunction with Venus on the 4th, Mars on the 5th, Mercury on the 6th, near Neptune and Saturn on the 9th; this last will be interesting; it will occur at a quarter to 8 o'clock P. M.; on the 13th, in conjunction with Jupiter; on the 22d it is eclipsed; seen only on the Pacific Coast.

THE Chinese and Japanese build most of their vessels of teak. The wood is very durable, and will stand the water better than any other wood that is used for shipbuilding. There lies at the bottom of Dusky Bay, Australia, a large vessel that can be plainly seen in clear water. She has been there for centuries, and the Maoris have a legend about her. They say that their grandfathers told them that in their childhood a large vessel sank in Dusky Bay; that the crew managed to reach one of the small islands, and after living there for several years, died off one by one. Who they were or where they came from the Maoris could not say. A diver is said to have recently examined this mysterious old hulk. He reported that she is built of teak, and appears to be perfectly sound and firm.

29th.—Be cheerful: do not brood over fond hopes unrealized until a chain, link after link, is fastened on each thought and wound around the heart. Nature intended you to be the fountain-spring of cheerfulness and social life, and not the travelling monument of despair and melancholy.—ARTHUR HELPS.

30th.—No action, whether foul or fair,
Is ever done, but it leaves somewhere
A record, written by fingers ghostly
As a blessing or a curse, and mostly
In the greater weakness or greater strength
Of the acts which follow it.
—The Golden Legend.

31st.—Wondrous is the strength of cheerfulness, altogether past calculation its powers of endurance. Efforts, to be permanently useful, must be uniformly joyous,—a spirit all sunshine, graceful from very gladness, beautiful because bright.—CARLYLE.

THINGS TO TELL THE SCHOLARS.

CHINESE GENEROSITY.—The Chinese Minister, who lives at Washington, devotes \$100,000 a year to the support of the poor in the province of Hon Nan. He is well educated. He follows the doctrines and teachings of Confucius in doing this.

SIX YEARS TO CULTIVATE A VOICE.—Pauline Lucca says: "Six years of industrious application are needed to develop the voice according to all rules of art. Only let our singers work away for six years, and then diligently practise their scales—as I still do—and then we shall have singers able to sing not only Wagner, but correctly as well."

THE CHINAMEN.—Recorder Smyth, of this city, has sentenced the two young roughs who recently maltreated and robbed a Chinaman to imprisonment for fifteen years in the State prison. "Served them right," is the thought of every decent man. One or two such sentences will teach the roughs that Chinamen have some rights in this city.

THE physicians in one of the hospitals of Vienna have made the remarkable discovery, in dissecting the body of one of their patients, that he had carried about in his brain an iron nail covered with rust, that to all appearances must have held its singular lodgment since early childhood. The man was 45 years of age, a bookbinder, and always passed for a thoroughly intelligent person. The nail in his brain did not seem to effect his mental powers in any particular. There is probably no case on record to parallel this.

NOTEWORTHY EVENTS.

Mar. 26.—Two thousand infantry have been ordered to protect Public buildings in London.—Postmaster-General Howe is dead.—The memorial window of the Channing Memorial Church at Newport was unveiled.—Ocean steamers report terrific hurricanes, one vessel had to steer forty miles south to find an opening in an ice-pack.

Mar. 27.—London is to have a political police like Berlin and Paris.—Ex-Senator Dorsey took the stand in the Star Route trial, and made a denial of the charges against him.—Twenty-two of the bodies buried in the Diamond mine have been brought up; eighteen were identified.

Mar. 28.—In Belfast six members of an assassination society have been found guilty.—The U. S. Scientific Expedition for observing the coming eclipse of the sun in May, has sailed from Callao, Peru.

Mar. 29.—Repeating rifles are being introduced in the Prussian regiments.—The fourth centennial anniversary of the birth of Raphael was celebrated in Rome.—At a public meeting of the Malagasy Envoys in Boston, the menacing attitude of France, toward Madagascar was taken into consideration.

Mar. 30.—A man has been arrested in Liverpool with a box of infernal machines loaded with nitro-glycerine.—It is said that a defensive triple alliance against France has been formed by Italy, Austria and Germany.—Mount Etna is again in a state of eruption.—The Hudson River is now open for traffic.—Gambling has been made a felony in Tennessee.

Mar. 31.—Louise Michel, the French anarchist, has surrendered herself to the police.—A northern bound passenger train of the Cincinnati Southern Railroad was derailed, and thrown fifty feet down an embankment near Mason, Ky., in consequence of a landslide; about fifty are injured, some fatally it is feared.

April 1.—The birthday anniversary of Bismarck was celebrated in Berlin by a popular demonstration.

April 2.—Prince Louis Ferdinand, of Bavaria, was married to the Infanta Maria de la Paz, at Madrid.—In the case of Charles F. the United States Supreme Court, by a majority of one, reversed the judgment of the Supreme Court of Missouri. Krug has been tried seven times for the same murder, and is, by this decision, finally released from the sentence of death which has been three times imposed.

April 3.—Lord Chief Justice Coleridge announced his intention of visiting the United States next August, and bringing some of the eminent lawyers of London as traveling companions.—The centennial anniversary of Washington Irving's birthday was observed with commemoration exercises at Sunnyside, near Tarrytown, New York; both Charles Dudley Warner and Donald G. Mitchell delivered addresses and multitudes of people were present.

April 4.—Peter Cooper died at his home on Lexington avenue New York City.

EDUCATIONAL NOTES

NEW YORK CITY.

THE TEACHERS' ASSOCIATION.—The entertainment on Saturday evening, March 31, was a notable affair. It was in celebration of the results of the efforts of the Association in preventing the reduction of salaries; of this it may justly be proved. Mayor Edson, President Walker, Board of Education and several members of the Board, many trustees and several distinguished citizens were present. Gov. Cleveland was expected. Altogether, with an overflowing house, it was a notable gathering.

President Doane presided. He said, "We teachers do not complain of our salaries, though, we think, they have a low average, but of the uncertainty. We get our pay one month and do not know that it will not be reduced. This causes anxiety; it deteriorates our work. The Association felt that this should be remedied, and found the public felt so too; in our efforts we found friends and some of them are here. I introduce to you Mayor Franklin Edson, who will preside."

Mayor Edson said, "I believe in the schools and shall support them; if abuses creep in they must be removed; perhaps the system may be carried too far; if this happens we must guard against it." Pres. Walker congratulated the teachers. "Organization increases power; the organization of the teachers in this city has increased their power greatly. They may establish the teacher's profession firmly if they make the effort. It is incumbent on the teachers to do all they can to reach this end. The country idea is that any one can teach; boys out of college, girls before marriage turn to teaching to fill up the time. The modern idea is that of permanence. I counsel the Association to take the ground that the teachers' profession shall be made a learned profession. The idea of a permanence of salary and a learned profession go together. The public are becoming educated to look very respectfully upon the teacher's work. I hope there will never be any reduction in salaries."

Mr. B. D. L. Southerland made one of his characteristic speeches; clear, concise, ready-fitting, and read letters from Gov. Cleveland, Ex-Mayor Grace, Senator Daly and William Wood. He declared that it was not only two per cent saved, but a great deal more; it might have been ten per cent. He paid a warm tribute to "Larry" Kiernan, clerk of the Board of Education, and to several Senators, among them Senator Browning, who sat on the stage. This gentleman modestly said, "I am at the service of the teacher; command me at any time."

The program was a very pleasing one. Miss Beebe, Mrs. Anderson, the Weber quartet, the Liebe-Heimlicher Trio were the artists, and every part of the program was meritorious.

THE average attendance at the evening schools for 1882-3 was 6,890; number of foreigners studying English 2,668; number of pupils are twenty-one years of age, 4,876. The Board of Education strongly and justly condemn the Trustees of the 20th Ward for so arranging the salaries that Miss Van Tine's salary (P. S. 32) was reduced from \$587 to \$510 without any reason whatever. They fixed the salaries uniform in all the schools but P. S. 32. Just wait till the times of Thompson and Tietjen expire! Teachers have some rights.

PROF. WM. T. HARRIS, LL.D., will lecture at Chickering Hall before the Teachers' Association, April 19, at 8 o'clock P. M. Subject: "Why should Opportunity be provided for Children to acquire a Thorough Education at Public Expense? Do the Public Schools educate Children Beyond the Position they must Occupy in Life?"

PROF. A. M. LEGENDRE, who is widely known as a mathematician and linguist, conducts a teacher's agency in this city that is very favorably known. With a wide acquaintance abroad and in this country, the professor is able to fill any order.

ELSEWHERE.

ST. LOUIS.—Col. F. W. Parker is visiting the schools, having made a special journey for that purpose. The Western people are not going to let him remain quiet in Normalville.

IOWA.—In the experimental kitchen in the Iowa Agricultural College the girl students are taught the philosophy as well as the practice of cooking. They learn the chemistry and comparative economy of foods, the usual adulterations and the methods of marketing.

KANSAS.—Smith county is comparatively new. The first school district was organized Aug. 3, 1872; it now has 129. Of these 125 maintained school three months, or over; there are 120 school-houses—49 frame, 12 stone,

(costing from \$400 to \$3,000 each, and furnished with patent desks.) 66 are sod. The average length of term is only 17 weeks; total school population 4,474; average daily attendance 2,555; total cost \$2,514,870 or about \$10 per scholar.

TEXAS.—The good work is still moving on, although a large minority of the Legislature opposes everything that tends to promote the educational interest of the State. Better provision has been made for the State University (increasing the endowment); for the normal schools (extending the time for students from one to two years); and appropriating \$6,000 for holding summer normal institutes for six weeks. H. B. G.

UTAH.—At Logan the teachers of Coche Co., on March 19, discussed text-books, and agreed on the merits of Appleton's Geographies. The binding of "Ray's New Practical Arithmetic" was severely condemned. Two thirds of the educators present voted in favor of the National Readers, as being much superior to the Independent Series now in use. A unanimous vote was taken to employ no teachers who do not attend the meetings of the Institute.

GEO.—There is talk of purchasing Liberty Hall, Alexander H. Stephen's late residence, by voluntary contributions, and to retain in it his famous rolling chair and other relics, making it a peculiar pilgrim shrine (a Mecca of the Mind one paper calls it) for the people of the State, especially the young men. It is also suggested that the State employ some famous sculptor to make a statue of the late Governor, seated in a roller chair, for Georgia's contribution to the national Capitol.

NORTH CAROLINA.—The graded school in Charlotte, under Prof. Mitchell, is making growth, and every room is a model of neatness and order. Those who are conversant with the state of affairs when Prof. T. J. Mitchell accepted the position of superintendent, are aware that there was not much but faith to build upon. The schools have been in operation only since last September, but the enrollment and attendance is very large. Charlotte feels proud of her schools. An educational impulse has been given to the entire section of country. The school board deserves credit for its zeal and efficiency, the schools prove their selection of superintendent to have been wise.

MICHIGAN.—Herschel R. Gass, now State Superintendent of schools, Michigan, when the secretary of the Board of County School Examiners for Calhoun county sent a circular to the teachers, saying: "If you are not, already a reader of some good educational journal, please become such at once, and do not fail to add to your teacher's library such books on teaching and school management as will aid you in becoming a first-class teacher. Do what you can toward creating an interest in educational matters in the district throughout, as well as in the school where you are about to teach. Have a system and live up to it as nearly as possible. Go before your classes so thoroughly prepared that you shall have the entire confidence of your school."

WISCONSIN.—Miss Bessie M. Reed, county superintendent, held a teachers' institute at Eau Claire, commencing March 26, and continuing two weeks. She says: "Teachers, as the institute is held for your benefit, ought we not, therefore, to see every teacher in the county present as a working member? Can you that have had little or no experience in teaching afford to let this opportunity pass and not improve it? Those teachers who attach little or no importance to institutes, and do not improve the opportunities of qualifying themselves for their business need not be surprised if they find their names missing on the roll of teachers, and their places filled by those who are ready and willing to learn, whenever the opportunity to do so is presented to them."

ONONDAGA CO., N. Y.—The Institute commenced at Geddes, March 26th. About 400 registered their names. Profs. Lantry and Johnson gave instruction. Comr. White, in his address to the teachers, said his best teachers attended Institutes, and in order to keep abreast of the times, they also read educational journals. He expressed the hope that the teachers would go home and attempt to teach in accordance with the instruction they had received, and that the old [alphabet] method had seen its last days. He proposed having in his examination of teachers a series of questions on methods and the theory and practice of teaching, and that all teachers, whether holding a certificate or not, to be examined the coming fall. Comr. Marvin approved of Comr. White's suggestions, and gave some practical hints to trustees. He asked them to divide their school year into three terms, furnish properly their school buildings, and discourage a change of teachers every

term. At the evening session the teachers voted a resolution, asking the Commissioners to have a series of questions on methods and the theory and practice of teaching in their examinations, and to propose a plan of reading for the Onondaga Co. teachers to pursue in order to understand the new methods of education. Onondaga Co. has always led off in educational matters. The new methods will take a deep hold here.

PENNSYLVANIA.—On March 2d, at the meeting of the trustees of the Millersville State Normal School, Dr. Edward Brooks tendered his resignation as principal of the school, to take effect at the close of the ensuing summer session. Dr. Brooks has been contemplating this action for some time. Now that the school is in an unusually flourishing condition, and an increased attendance of students assured for the next session, he feels that he should be permitted to sever his connection with the institution, and thus secure the relaxation and rest he so much needs. Dr. Brooks has been connected with the school for the past twenty-eight years, eleven years as professor of mathematics and seventeen years as principal, and during his administration the institutions has had marked success.

KENTUCKY.—An Educational Convention is to be held in Frankfort, for the purpose of securing a more efficient public school system, which was established Feb. 16, 1838, with a financial foundation of \$850,000, increased in 1848 to \$1,225,748.42, and in 1850 to \$1,326,770.01. The school tax is 22 cents on the \$100, and provision is made for an optional district tax of 25 cents on the \$100 in ordinary districts, and 30 cents in graded school districts. The defects of the present system are in part, as follows: The sheriffs are too tardy in the collection of the school tax; the teachers are poorly paid, and many of them are poorly qualified; the law does not absolutely require a common school to be taught during five months in the year in any district; the people are woefully indifferent in two-thirds of the counties of the State to the importance of common schools; there is a painful lack of normal school instruction; the school commissioners are, in a majority of cases, not qualified to hold these important positions; the State per capita is always an uncertain and variable quantity; the school-houses are largely in a poor condition; there are many districts without any kind of school-houses; most of the school districts are too large and the school-houses inaccessible to many children, especially in the mountain districts; the text-books are changed too often and cost too much; the schools do not get all the revenue to which they are legitimately entitled, as from the tax on railroads and turnpikes now diverted; no efforts have been made to secure new sources of revenue.

FOREIGN.

BRAZIL.—The Government of Brazil has decided to hold a congress composed of officers of public instruction, certain government officials, and professors and teachers of all grades of instruction. It is to meet in Rio Janeiro on the first day of June of this year, and will consider questions concerning the present condition of education in Brazil. It has also been decided to organize a pedagogical exhibition in connection with the congress, for the purpose of more fully illustrating the means and methods of instruction, and other matters incidental thereto. The articles which will form the material for exhibition are classified as follows:

1. Drawings and models of school buildings.
2. School furniture or models thereof.
3. Class-room material: that is, articles used in instruction in school.
4. Text-books and manuals used in school.
5. Documents and official publications relating to primary instruction.

Persons desiring to forward any articles embraced in the above list to the exhibition should address the Consul General of Brazil in New York, Mr. Salvador de Mendonca, 43 Broadway, on or before April 30 next. The cost of transportation to Rio Janeiro and return will be borne by the Brazilian Government. In case any one may wish to exhibit only reports or catalogues they can be sent to the Bureau of Education at Washington by mail and they will be included in the packages forwarded by Com. John Eaton.

Hand in hand with angels,
Through the world we go;
Brighter eyes are on us
Than we blind ones know,
Tenderer voices cheer us
Than we deaf will own;
Nor, walking heavenward,
Can we walk alone.—LUCY LAROOM.

LETTERS.

(The editor finds in the many letters that are placed on his table encouraging words, notes of progress, suggestions and questions, and will endeavor to select such as have a general interest. As time is precious, all such things must not be mixed with directions about subscriptions, etc. Put on a separate sheet the question, the statement of progress, your ideas about the paper, and as near as possible in a proper shape for publication, and direct to the editor; it will then be laid on his table. All business letters are filed elsewhere and never reach his eye.)

I am a reader and admirer of the INSTITUTE. It contains much good advice and much valuable information. Much of the theory which it contains, however, I cannot practice. I have three difficulties to encounter which I presume will apply to a great many teachers of my rank: (1) lack of requisite skill myself; (2) lack of apparatus; (3) and lack of popular support. In applying those principles which I acknowledge, I am confronted sometimes by all of these difficulties. For instance, an article in the last INSTITUTE entitled "Lessons in Geography," by J. L. Pickering, met my approbation, but saying nothing of the personal inability, I don't think there is a stereoscope within the limits of my district nor a work of *worth* on any State or nation. Even if all I might wish in this line were at hand, it would not be safe to inaugurate any such innovation. At present our most pressing need is a uniformity of text-books, which we are endeavoring to secure at the spring meeting of the township board of directors, which are composed of the several sub-directors. To obtain an action is one thing, and to obtain a harmonious action, is another. I have been endeavoring to *teach right*, and have far from reached my ideal. On my own part I have had to contend with ignorance and inexperience. I often think I had better leave the school-room, and if I cannot teach properly, I will.

Iowa.

C. M. R.

(How a letter like that dashes into fragments the ideals that one who has not been there may have built up. The editor has been there. The great problem is to build up the country schools, the city schools will take care of themselves. That very many of our country schools are schools but in name, is too apparent. The thing to be done is to push away three obstacles, pushing away all of them. (1) We now have persons admitted who have no skill as teachers—this the young people like; it gives them easy access to places where a little money can be got. But every teacher should resist the plan that permits anybody to teach school. This is the foundation of the other obstacles. (2) As to lack of apparatus, the teachers must talk of that to the pupils, must tell the people, must give some entertainments and buy some. (3) As to support, the needs of the school, the real basis of education must be explained to the people. If possible discuss the subject in the county paper. Give lectures on the subject; and finally, we say that county associations and State associations of teachers are RESPONSIBLE. Instead of long papers on impossible things, let these associations set before themselves the improvement of the schools. Let C. M. R. cry aloud on this subject and stir up those who want to hold a meeting and do nothing but read "papers." The fault is not in our "stars" but in us.—Ed.)

THE MAGNETIC POLE OF THE EARTH.—In the JOURNAL of March 10, under the heading of "Things to Tell the Scholars," is an article, entitled, "The Earth a Great Magnet," in which the language is confused and inaccurate. Allow me to make the subject clear. The geographical pole is the extremity of the earth's axis of rotation. The magnetic pole is a point toward which the magnetic needle points from situations on all sides of it. At the magnetic poles of the earth the dip needle stands perpendicular to the horizon; the (so-called) North pole of the needle toward the earth at the North magnetic pole; and the South pole of the needle toward the earth at the South magnetic pole. Observations show that the North magnetic pole lies in about latitude 70° N., and that it slowly oscillates, or, like a pendulum, swings from east to west and back again. Observations made at Paris since 1890, show that at that time the needle pointed 11° 30' East of North; in 1863 it pointed due

north; in 1814, 23° 30' West of N.; in 1835, 22° 4' West of N. Sir James Ross, in 1832, placed the magnetic pole in Bothnia Felix in latitude about 70° N. In the year 1858, the principal magnetic meridian, i.e. the line on which the compass pointed due north, passed through Rio Janeiro, the mouth of the Amazon, just west of Washington, across Lake Erie between Cleveland and Dunkirk, just east of Lake Huron, across Georgian Bay, and the magnetic pole was in about 100° W. longitude from Greenwich. Since that date it has been steadily moving eastward. A compass placed at any point west of this principal magnetic meridian will decline to the east, one situated to the east of it will decline to the west. This principal magnetic meridian like the magnetic pole swings backward and forward. To illustrate: at Providence, R. I., in 1690, the compass veered 6° 10' West; in 1735, it veered 8° 39' West; in 1842, it again veered 6° 10' West. The annual change is about 7' each year.

Galesburg, Mich.

C. W. HAYGOOD.

Col. F. W. Parker's address will be read with profit by every teacher, I think. He says many things that require careful consideration: "Examinations should not be made the test of fitness for promotion." Now, if teachers alone were to be the judges of what pupils are to be promoted, the upper grades would soon be overcrowded with unprepared pupils. Experience teaches this to many superintendents. What better test can there be of a teacher's work than a careful examination of her pupils. "If she does not teach, it is impossible for her to prepare her pupils for advanced work." Those who teach the least are the most emphatic in declaring that the whole class is fit for promotion.

R. D.

(This is a portion of a long letter that shows its author has been thinking—some. Examinations have been overdone; they produce great damage to teacher and pupil—especially to young pupils. Col. Parker does not propose wholly to do away with them; he proposes to (1) see that the teacher knows how to teach; (2) then to examine to see that the teaching is done as it should be. If the teacher teaches properly the result will be education, and that is what we are after. In Michigan for example, the State University as fast as it finds out that certain school principals understand how to prepare pupils, agrees not to examine the pupils that come from that school. Of course, as long as the present farce of putting anyone who has a certain amount of knowledge into the school-room as teacher, is kept up, so long must the present plan of examinations be followed; but that must come to an end. Col. Parker is at work at one of the two obstacles in the way of true progress; these are examinations.—Ed.)

Please tell me (1) the good results, morally, mentally, etc., that flow from Kindergarten instructions; also, (2) what aid such a system is to a child when he enters into regular school-work under regular school discipline. We don't care to hear the opinion of a K. G. teacher. Give us the opinion, through this paper, of one who has gained his or her opinion from a close observance of the results of the system.

(The subjects here suggested demand very broad treatment. (1) The results of true (note that) kindergarten instruction develops the child in a natural and scientific manner; it surrounds him with objects calculated to awaken inquiry; it gives muscular exercise also—a prime necessity; there is no pressure, no fatigue; play is made the foundation for instruction; it aims at happy, healthy children; they learn to build, plait, fold, model, sing, invent, speak correctly, to love each other, to help each other. (2) The children have learned to be orderly, to love to go to school, to love to learn, their senses have been cultivated, they are orderly and diligent; they have learned to draw, design, to sing, to know geometrical forms, to speak accurately, to desire to know, to be industrious.—Ed.)

In this country there are three teachers—men in middle life who are habitually intemperate. With in the last year each one of them has appeared in

one or more of the meetings of the county teachers in such a state of intoxication, as to more or less disturb the business of the meeting. One of them in an evening session of an institute, snored through the meeting in a drunken stupor, unconscious of what was transpiring, and at its close was unable to walk without help; yet, unaccountable as it may seem, these men are put in charge of schools and, day after day, breathe their pestiferous fumes into the faces of boys, some of whom will imitate their example and, by-and-bye, be laid away in drunkards' graves. Who is responsible?

(Isn't this a pretty state of things for the Empire State? Evidently we are a long way from the millennium. All are responsible who employ such men, and all teachers in that county have some responsibility in the matter.—Ed.)

Will you please tell me how in parsing to dispose of the word "teacher" in the following sentence, "Concerning what you said about my abilities as a teacher there is no doubt." (2.) Is Worcester's Dictionary now considered the standard of pronunciation?

(1. Take the sentence, "We should consider time as a sacred trust." Here *time* is an "object complement," and *trust* an "objective complement." Some would make *time* the object and the other words an adverbial phrase, but it amounts to the same thing. The modern way is to consider all objects as *complements* of the predicate; here are two complements, as, "They called him John." One is an object (direct) complement; the other objective (indirect). (2.) Worcester's dictionary has attained a very high rank and is a standard work. The difference between Webster and Worcester is less than formerly, and is fast disappearing.—Ed.)

I find so many helpful ideas in your JOURNAL, and feel much encouraged after reading every number. Will you please suggest some way to prevent the boys and girls of a school from writing notes to each other. I find the practice prevails in my school.

(1. Those children do not have enough to do, I fear. (2.) Speak publicly about it. (3.) Take some leading one that is engaged in it and have a private talk with him. (4.) Open a post office; have a box and let them write letters to each other, and let them be delivered at noon, and at no other time. (5.) Direct their attention to something else.—Ed.)

Since you say, "If teachers were told that they could not write most of them would take offence." I am one who knows he cannot write for publication, but I want you to know how much your paper aids me in my work. I make much use of the items under the head of "Things to Tell the Scholars."

(This is to the point, Let B. keep on writing; he will become a better teacher if he acquires the power to write well.—Ed.)

The INSTITUTE is full of just such articles as every teacher needs. I would not do without it for anything. I have been teaching for eleven years and I find that since I have been taking the INSTITUTE I have been more successful than ever before.

Wallace, W. Va.

F. M. HURBERT.

I have a new "Swett's Method." I would like to exchange for some other book.

J. N. C.

(We shall soon issue a catalogue of books for teachers, and then all who wish to exchange can write to us.—Ed.)

THERE never was a day that did not bring its opportunity for doing good that never could have been done before and never can be again. It must be improved then or never.—Golden Rule.

WELLINGTON.—It appears that the heirs of the Duke of Wellington will soon entirely disappear, so that a property in Belgium, of the value of 8,000,000 francs, bestowed on him in 1815, with the title of Prince of Waterloo, by King William I. of the Netherlands, will revert to the Belgian State.

EDUCATIONAL MISCELLANY.

SCIENTIFIC ITEMS.

WINDS produce cold in several ways. The act of blowing implies the descent upon and motion over the earth of colder air, to occupy the room of that which it displaces. It also increases the evaporation of moisture from the earth, and thus conveys away considerable heat. This increased evaporation and the mixture of warm and cold air usually produce a condensation of vapors in the atmosphere; hence the formation of clouds, and the consequent detention of the heat brought by the rays of the sun. And whenever air in motion is colder than the earth, or any bodies with which it comes in contact, a portion of their heat is imparted to the air.

ALUMINUM.—Of all the chemical elements whether metals or non-metals, the most widely distributed, with the exception of oxygen and silicon, is *aluminum*. Every clay-bed is a rich mine of it, but no method of obtaining it in metallic form has yet been devised which is not too expensive to be carried out profitably on the large scale. The method usually pursued has been to prepare aluminate from bauxite, and precipitate the alumina by means of carbonic or hydrochloric acid. The alumina is then mixed with salt and charcoal, and made into balls, which are dried, and then heated to redness in earthen retorts. On passing dry chlorine into the mixture a sodic-aluminic chloride is obtained by distillation, and from this the aluminum has to be separated in a reverberatory furnace by the employment of metallic sodium. The fused metal collects on the hearth of the furnace, and is then cast into ingots. At the Paris Exhibition of 1855 the "silver made from clay" attracted much attention, and its speedy introduction into the arts was predicted; but although the manufacture of sodium, which is a necessary element in the separation of aluminum, has been much improved and cheapened, it has not been found possible to put the clay metal in the market at a price low enough to cause any large demand for it. It is probable that the greater majority of our readers have never seen this metal, though small articles made of it are to be found in jewellers' shops in most of the large cities. It is nearly as white as silver, and susceptible of a high polish, but articles made of it are usually finished with a "dead" surface. It is malleable and ductile to a high degree. It does not oxidize, or "rust," at ordinary temperatures, and is not readily acted upon by sulphur or most of the acids. The best solvent for it is hydrochloric (muriatic) acid. Its most remarkable property, however, is its extreme lightness. Its specific gravity is only about 2.5, or about one fourth that of silver. The only metals of less density are magnesium (specific gravity, 1.743) and sodium (which is a trifle lighter than water), with a few others, like potassium, lithium, rubidium, etc., which are little else than curiosities of the laboratory. This fact, together with its beauty, lustre, unalterability in the air, non-poisonous nature, and ease of working, will ensure it a place among the useful metals as soon as it becomes reasonably cheap. It is clearly marked by nature for extended application in the arts; the problem for chemists and metallurgists is to find some ready and economical means of releasing it from its base imprisonment in common clay, and make it, as it was meant to be, a thing of beauty and utility in our everyday life. No doubt the time will come when people will wonder how the world got along without a metal which to them will be as familiar as silver or tin is to us. It is only a few years since nickel, though long known and used to some extent in alloys, attained any great industrial value; and aluminum and its alloys (of which we will say nothing in detail now) are likely to become of tenfold more service to man than nickel is at present, or will probably be in the future. Who will find the golden key to unlock the treasure-house of the clay-bed, and give this new metallic boon to the human race?—*Boston Journal of Chemistry*.

WHAT DO THE CHILDREN READ?

Superintendent Greenwood, of the Kansas City schools, in his report, says: On the 18th of January I began investigating the character of the miscellaneous reading of the pupils attending the public schools under your control. In the ward schools 2,661 pupils were examined, and 216 pupils in the high school, making a total of 2,877 pupils. Of the number examined, 1,371 are boys and 1,506 girls. Individually the ages vary from 8 to 18.

The total books read during the last eight months, excluding the regular school-books:

Name.	Volumes.
1. Fiction	11,751
2. Travels, adventures, etc.	4,568
3. Histories,	3,471
4. Biographies,	3,808
5. Scientific books,	3,247
6. Literature and essays,	776
7. Poetical works,	4,348
8. Miscellaneous,	3,250
9. Yellow-back trash,	4,556

From the foregoing it will be seen that 30 per cent. of the books read were fiction, nearly 11 per cent. travels and adventures, 8½ per cent. history, 9 per cent. biography, 8 per cent. scientific, 2 per cent. literature and essays, nearly 12 per cent. poetry, 8 per cent. miscellaneous, and 11 per cent. "trash."

In Grand Rapids it is stated that 58 per cent of all the books drawn were books of fiction. In Milwaukee the fiction drawn last year is 70 per cent.; in the Chicago library, 61 per cent.; and in the Burlington, Vt., library, 70 per cent.

In St. Louis the circulation of prose fiction is given at 60 per cent.

Upon inquiry it was found that 432 pupils had read one or more copies of the *Police Gazette*; in other words, that one pupil out of every five was either a constant or an occasional reader of this paper.

To know how to read and what to read is one of those practical questions that is pressing itself upon the minds of the thoughtful men and women of our country. There are 15,000,000 of school children in the United States to-day, and what are they reading? Can their teachers tell? No. Can their parents tell? Doubtful. No one can tell. By examinations, to some extent, the scope and character of the reading in the graded schools may be ascertained; that is, the trend of their reading may be mapped out. But, unfortunately, few are willing to investigate this subject, and many consider it as irrelevant to ordinary school work. The great majority of the school children live in the country, and while they have not the facilities for getting books and sensational papers enjoyed by children in towns and cities, yet they always manage to pick up some books and papers, which they read, and "like army worms, that eat everything before them," so they read all printed matter they can get. The State, by virtue of its right to exist and perpetuate that existence, takes the child and educates it; gives it the power to write, to think and act in the capacity of a citizen, subject to law. This education, whether good or bad, at least arouses a desire for knowledge of some sort. So the child sets out in quest of information, not having been trained in regard to the quality and character of books, the flashy and sensational more easily attract attention, captivate and enlist the emotions, and pander too frequently to the very lowest elements of human nature.

THE lake that has the highest elevation of any in the world is Green Lake, in Colorado. Its surface is 10,252 feet above the level of the sea. Pine forests surround it, and eternal snows deck the neighboring mountain-tops. One of these, Gray's Peak, has an altitude of 14,341 feet. The water of Green Lake is as clear as crystal, and large masses of rock and a petrified forest are distinctly visible at the bottom. The branches of the trees are of dazzling whiteness, as though cut in marble. Salmon and trout swim among them. In places the lake is 200 feet deep.

FOR THE SCHOLARS.

WHAT CURED CARL.

Carl Whitney's mother died when he was an infant, and as his father was too busy to attend to him, he became a spoiled child. Once Carl was sent to stay with his aunt. She knew that it was not good for a little boy to do just as he pleased.

It was school time, but still he played with his dog, and so Mrs. Lyle said,—

"Why, Carl, aren't you going to school?"

"No, aunt; it's too late now. Besides, I don't feel well enough."

"Carl," said his aunt, after breakfast the next morning, "how do you feel? Well enough to go to school?"

"Yes, ma'am."

Carl was reading, and soon forgot everything but his book.

"Come, Carl, it's time to go to school."

Carl looked up.

"I am not very well this morning. I think I'll wait till afternoon."

"Oh, I guess you are lazy—you are not sick."

"My head and chest ache."

"Come here and let me see your tongue," said Mrs. Lyle. "It does look rather bad. Your pulse is a little quick, too. Come, you must be got to bed as soon as possible."

Before Carl could remonstrate, Mrs. Lyle had commenced undressing him.

"I—I feel better now," began Carl. "I don't want to go to bed."

"That doesn't make any difference. If you are sick, the best place for you is in bed. I'll be back in a few minutes." When she returned she said, "I've made a mustard plaster, and I want to put it on your chest, where the pain is. This will cure it quicker than anything else."

"It feels better," said Carl faintly. "It is almost well now."

"The pain may come back. You'd better have it on. And here is some Jamaica ginger I've got for you. Drink it off."

"I don't like Jamaica ginger."

"No, I presume not; but if it makes you well you won't care."

Carl tried to plead off, but Mrs. Lyle was firm, and the mixture went down. Then she covered him up, and told him to lie still.

"Mayn't I have my book?"

"No, indeed! Sick people mustn't read."

"I want to get up," muttered Carl, under the bed-clothes.

Carl tumbled and tossed about; the mustard plaster began to burn; it grew hotter and hotter, until finally he pulled it off and put it at the foot of the bed. At last he quietly slipped out of bed, and was almost dressed when the door opened.

"Carl, my child, jump right into bed! What in the world are you up for?" And Carl was whisked back again before he could say a word. "Where's your mustard plaster? Did you pull it off?"

"It was so hot," whined Carl.

"Hot! that's just what I wanted."

"I want something to eat, anyhow."

"You can't have anything till dinner time. I'm going to shut the blinds and make it dark; maybe you can go to sleep."

Sure enough he did, and slept until dinner was ready.

"What can I have for dinner? I want some potatoes."

"I have brought you some toast and tea; that is the best for sick people."

"I'm not sick now, I'm well; and I don't want tea."

"Well, I presume you are better, and if you stay in bed to-day I think you will be able to go to school to-morrow. I was in hopes I could cure you."

"I think I could go to school this afternoon."

"No, you can't go to school to-day."

"Can't I get up, either?"

"Not now." Come, don't cry. Sit up and eat your dinner."

"I'm not crying, and I don't want any dinner. If I can't have some potatoes I won't have anything."

"Very well." And Mrs. Lyle departed.

That was more than poor Carl expected. He actually supposed he should get what he wanted. Not get any dinner! Why, he was so hungry it seemed as if he could eat anything. Finally, as he could think of nothing better to do, he began to cry in good earnest. After a while he called—

"Aunt! aunt!"

Mrs. Lyle came to the door.

"What do you wish, Carl?"

"I'm hungry; I want some dinner."

"You said you wouldn't have any."

"I said I wanted some potatoes."

"And I told you you couldn't have them."

"Well, what can I have?" said Carl desperately.

"A biscuit, if you like."

"Bring it to me, then."

"That isn't the way to ask for it."

"I don't care. I want it; I'm hungry."

"When you ask politely, you can have it." And Mrs. Lyle threw open the blinds and sat down by the window with her sewing.

Carl looked at her in amazement. It was a new experience for him. He waited awhile. At last his appetite began to get the better of his temper.

"Will you please get me a biscuit?"

Mrs. Lyle smiled. "Certainly I will," she said.

She brought him one, which he devoured in haste. Then he was ready to talk.

"I don't like you as well as I do Aunt Emma."

"Why not?"

"'Cause you keep me in bed, and she never did."

"But sick little boys ought to be kept in bed."

"I'm not sick."

"You were this morning."

"I'm not now; and I wasn't sick enough this morning to go to bed."

"Well, your disease was one that required prompt attention, else it might have proved serious."

Carl's eyes opened very wide as he asked, somewhat perplexed—

"What disease? did you really think I was sick?" adding, as if a little ashamed, "I wasn't."

"Oh yes, my dear; you had the disease called 'don't-want-to-go-to-school!' It's very common among children, and is apt to cause a great deal of trouble unless it is cured as soon as it makes its appearance."

Carl looked straight out of the window for a few minutes: then he said, "If I'm cured, mayn't I get up and read?"

"Well," said Mrs. Lyle, "perhaps you may, if you are cured."

And Carl never had that disease again.

THE EMEU.

This great bird, which stands six or seven feet high, is a native of Australia. It belongs to the family of *cursor*es which was once found there in great numbers. The Emeu is very swift of foot, and has short, stubby wings which greatly add to its speed, but are not large enough to lift the bird from the ground. Travelers say that the legs of this bird are almost as stout as those of a horse, but lack the numbers of little air cells which generally make the bones of birds so very light.

The grown emeu is lightish brown and gray in color. The stumps of wings are covered by such long, heavy plumes, that at first you would not think there were any at all. These plumes are very beautiful, although not in so great demand in the market as those of her sister-bird the ostrich. Like this bird, the Emeu lays her eggs in the sand. Each one is set nicely on end, and when the number is complete she puts some others around the edges of the nest. These are for food for the young ones when they come out, and are never hatched.

In self-defense this bird kicks backward and outward, much like a cow, and her sharp hoofs give such pain to the dog, hyena, or leopard who gets in their range, that they are inclined to leave her alone generally, or will attack her only from the front.

A traveler says: "We have often heard the remark, 'A digestion like an ostrich.' Both the emeu and ostrich have very huge gizzards, and to grind the large grains and grasses which they eat, nature teaches them to swallow quite large stones, for the same reason that little birds take sand and pebbles." It is said that in captivity they will swallow nails, brickbats, and even knives, when not properly supplied with pebbles.

Among the natives, when an enemy had been slain, the feathers of this bird used to be worn upon the hero's head. An egg placed on a pole and fixed in the roof of a hut, was a sign of royalty. The Emeu yields a fine quality of lubricating oil. Her eggs are of a dark green color, and are highly valued by the natives. The flesh, too, is said to be very palatable. The bird will become very domestic, thriving and breeding freely in captivity. Its nature is mild and, notwithstanding its great strength, is perfectly inoffensive.

HORSFORD'S ACID PHOSPHATE,
IN NERVOUS DEBILITY.

Dr. Edwin F. Vose, Portland, Me., says: "I have prescribed it for many of the various forms of nervous debility, and it has never failed to do good."

FAMOUS BATTLES.—VIII.

THE INVINCIBLE ARMADA.

BY LEOLINE WATERMAN.

Philip II, of Spain, was a bigot. He wanted to establish the Roman Catholic religion throughout the world. Queen Elizabeth, of England, was the greatest obstacle to the advancement of his plans. She encouraged his Protestant subjects in the Netherlands and prohibited the Catholic religion in England. Philip resolved to subdue this haughty Queen. He prepared a fleet which he called the "Invincible Armada," thinking that with it he could readily invade England. A great commander, the Marquis of Santa Cruz, was appointed admiral in chief. One hundred and thirty vessels, larger than any in Europe, were placed at his disposal; 30,000 troops were on board, and 34,000 more were ready in the Netherlands.

In England, every man from 18 to 60 years of age entered the army for defense. A small fleet of thirty vessels was the under command of Lord Howard, of Effingham. Under him served three of the most famous sea-men in Europe.

The Spanish Armada was just ready to sail when the admiral suddenly died. The command was therefore given to the Duke of Medina Sidonia who was utterly inexperienced in sea affairs. The day after sailing the Armada met a tempest which sank some of the smallest ships and obliged the remainder to return to harbor.

Starting a second time it met a fisherman who said the English had dispersed. This false intelligence decided the admiral not to go to the Netherlands for the rest of his troops. He sailed at once for England. Lord Howard was ready for him, and advanced to meet the Armada as it sailed majestically forward in the form of a crescent, measuring seven miles from end to end.

The English carefully avoided coming to close quarters, but they opened their broad-sides at a distance and took two Spanish galleons at the first attack. The English were constantly increasing in number, and at length Howard felt that he could come to close quarters. This was done when the Armada was sheltering in the port of Calais. Howard filled eight of his smallest vessels with combustible materials and sent them among the enemy as fire ships. The Spanish scattered in disorder and twelve vessels were taken and destroyed. The duke of Medina Sidonia decided to return to Spain, but was met by a terrible tempest which wrecked 17 ships, having 5,000 men on board. So, of the whole Armada only 53 shattered vessels returned to Spain, the disheartened soldiers bearing most dismal tales of the war-like English and the terrible seas that surrounded them.

AT THE WHITE HOUSE.

When a guest arrives at the White House in answer to an invitation to dine, if he is a gentleman he receives a card from the usher, on one side of which is a plan of the table with each seat numbered; on the other is the name of the lady whom he is to escort to the table, with the numbers of the seats they are to occupy. He first enters the East room where the President is standing. After paying his respects to the President, he seeks his lady for the evening, after which he talks to those he knows, or is introduced to strangers. The famous Marine Band is by this time playing delightful music in the vestibule. After an hour spent in conversation, the President gives the signal to the attendant, who passes it on to the band, and an appropriate air is played while the President, having given his arm to the lady whom he is to attend, leads the way from the East room to the dining-room. The others follow, each gentleman giving his arm to the lady named on his card. The President usually takes to the table the wife of the Secretary of State, as the lady of highest rank. The promenade down the long hall to the dining-room is very slow, and is described as a striking and beautiful sight. The ladies are clad in the most elegant costumes that money and taste can secure. The gentlemen are all in dress suits, the lights are brilliant, the hall is lined with flowers and tropical plants, while the music is entrancing. Arriving at the table, the guests are seated in their order, and the dinner, which is usually in twelve or fourteen courses, with a half dozen different wines, occupies fully three hours, with much interesting and witty conversation between the courses, and many fine speeches with the wine. During Mr. Hayes' administration the wine was omitted, but the ceremonies were the same.

"DO NOT SUFFER A HUNDREDTH PART."

A lady who had been for twelve years a fearful sufferer from neuralgia, complicated with other diseases, makes the following report after three months' use of Compound Oxygen: "I cannot sufficiently express my gratitude to you for being the means of relieving me of so much pain. Do not suffer a hundredth part as much as previous to the use of your Treatment."

Our Treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. Drs. STARKEY & PALEN, 1109 and 1111 Girard st., Philadelphia, Pa.

BOOK DEPARTMENT.

NEW BOOKS.

THE STORY OF ENGLISH LITERATURE. By Anna Buckland. New York: Cassell, Petter, Galpin & Co. \$1.50.

Like all writers on Literature Miss Buckland begins at the beginning, that is she starts with the Keltic. The knowledge and information is imparted in pleasant, easy style, and the selections are pointed and well made. The periods are divided in the usual order, but philosophic theory is not touched upon, nor is there any attempt at critical examination of special works, or entering into a search upon hidden meanings and explanations of early texts. Miss Buckland says she leaves these studies to more able and scholarly hands, while she, gladly, avails herself of their labors to meet the special requirements of her story. "This is," she says, "a story of English Literature, and it is only to those who come quite freshly to the subject, not as critics, nor even yet as students, but who, with awakening intelligence, are ready to have their eyes opened by literature to the beauties of the world around them, the sweetness of that love which fills our homes with blessedness; the nobleness of faithfulness to duty at any sacrifice, and the glory of faith and patience, enduring all things with hope and courage to the end. And through it all we shall endeavor to catch a glimpse of the hand of God leading mankind onward and upwards from age to age." This is surely a little diverging from the usual aim of writers of literature, and in the author's hope that the volume will serve as a means of giving a widely founded education, which aims at an early, harmonious development of every God-given faculty, the name "literature" seems hardly a significant title, but considering how much is due to the manner in which young people become acquainted with those life-long teachers, books, which are the best of the thoughts of men, sifted by the intelligence of the ages, and how much depends upon the taste developed in this direction, the same seems an appropriate one. Such is the earnest aim of Miss Buckland's work, and as such it will be of inestimable value to every boy and girl, as well as to mothers and teachers. The binding and press work are of substantial quality, and all that can be desired in the way of clearness and neatness.

A HISTORY OF THE PEOPLE OF THE UNITED STATES. In five volumes. Vol. 1. By John Bach McMaster. New York: D. Appleton & Co. \$2.50.

The publication of this volume is really quite an event, for instead of the bold items which are usually grouped together and named history, we have a comprehensive view of the whole country. The occupation of the people, the books read, the education of women, the religion, the education of children, the doctor, the minister, the mails, the roads, the ocean travel, the habits of the people in Albany, Boston, New York, Philadelphia, and other cities. These are not thought unworthy of the name of history.

The history begins with the close of the Revolution ends with the Civil War. The acts of Washington, and the condition of Congress are the first things considered. From this we are led to the various acts that ushered in the formation of the Constitution. But for the first time we really see the condition of things; we learn that even Washington had his enemies, that politics ran higher than they do now, that the sum of six dollars per day for a congressman angered the people.

It can only be said of such a volume that it meets a want that has long been felt, and that its popularity is assured.

HIGHER LESSONS IN ENGLISH. By Alonzo Reed and Brainerd Kellogg. New York: Clark & Maynard.

This is essentially a work on English Grammar and Composition: it consists of a course of practical lessons carefully graded. The authors are teachers in the Brooklyn Polytechnic Institute. The book is planned to give the pupils practice in the construction of the language, not only theo-

retically, but practically also. Analysis and Parsing, Composition, False Syntax, are all carefully considered. A careful examination of this volume shows it to be one of the highest order of merit. It is abreast of the times in every respect.

A CONCISE REVIEW OF ENGLISH HISTORY. By W. M. Lupton. Boston: Roberts Brothers. Price \$1.50. This is a volume that will be found very helpful to the student of history. It has 400 pages only and yet every event of importance is to be found there. The general plan is to present the facts compressed into the fewest and clearest words. We heartily commend it.

A GERMAN READER FOR HIGH SCHOOLS, with vocabulary and questions. By W. H. Rosentengel, A. M. St. Louis: American School Book Company.

This is the second edition of what appears to be a very valuable text-book. It is in three parts, the first is made up of selections, the second a vocabulary, the third has questions. There is much that will be very helpful to the student and every teacher of the German language will like the book. It is evidently the work of a faithful student.

REPORT OF THE CONNECTICUT BOARD OF EDUCATION FOR 1882.

This report possesses unusual value because with it Supt. Northrup retires from his long service in behalf of the public schools of the state. He has been in that important position for sixteen years and has done a work that will win for him the kind memory of all educators. The Board of Education pay him a handsome and deserved tribute. The report says 3,120 teachers were employed during the year; of these 470 or one eighth were without experience! Think of it. And yet we are so used to it that we are not moved to protest. An equal number have so little experience that they are no better! Think of it!

SOCRATES. A TRANSLATION OF THE APOLOGY, CRITO, AND PARTS OF THE PHAEDO OF PLATO. New York: Charles Scribner's Sons. 50 cents.

To many of us, both Plato and Socrates are merely known as names of classic writers to be revered. Through ignorance of the Greek language such have been unable to read the original works, and so have remained in ignorance of the beauty and grandeur of the life and works which have won their enduring fame. The name of the translator of the present volume is not given, but whoever it is, the work is well done. Before us, in a cheap, handy form, lies a good reading English version of the famous apology of Socrates before the men of Athens at the time of his trial, as reported by his friend and admirer, Plato; the Crito, which is the dialogue between Socrates and Crito, the philosopher's friend, and is supposed to have taken place in the former's prison; and which Plato dedicated to Phædo. The notes are copious and very satisfactory. The language of the book is good, and it is one which will be of value to those who are unable to read the original, as well as to scholars, and to many it may further serve the purpose of awakening in many an interest and desire to become familiar with the Greek itself. It is printed in clear, bold type on paper of excellent quality; the binding is of stout paper neatly titled with ancient lettering.

MAGAZINES.

Lippincott's Magazine for April is beautifully illustrated. "The American Barbison," "A Pilgrimage Down East," "The German Element in the United States," "Mr. Freeman on American Speech," an article on Wagner; "The Climate Cure," "The

Jewel in the Lotos," "An Everyday Affair," "Cyrus's Wife," and "Clock-work," is a list of the interesting articles.

The Atlantic for April has a dramatization of Daisy Miller, in three acts by Henry James, Jr., an essay on "Modern Fiction," by Charles Dudley Warner, "The Bacon-Shakespeare Craze," by R. Grant White, "Stage Buffoons," by Elizabeth Robbins, and "Memorials of Rosetti." It is one of the most attractive of this month's periodicals from a literary point of view.

The frontispiece of the Magazine of Art for April is a full page engraving of Il Ramoscello from Rosetti's famous pictures of that name, which is accompanied by an excellently illustrated paper on "Rosetti as a Painter." Other finely written and illustrated articles are "An Old English Manor House," by Basil Champneys, "Sheraton's Furniture," by Eustace Balfour, "The Paces of the Horse in Art," by N. G. Simpson, "A Famous Model," by Julia Cartwright, "The South Downs as a Sketching Ground," by W. W. Fenn, beside many others of exceptional interest and value.

Education for March and April contains valuable papers on Educational subjects. We heartily commend this magazine; it is ably conducted by Mr. Bicknell; that it is well supported reflects credit on our country.

The articles in the March National Review, are by men of eminence in England. It has been started by the leaders of the Conservative party as a rival to the Contemporary Review. \$8.00 per annum.

Our Little Ones and the Nursery is as attractive as ever in the April number. There is a pretty little Easter song which is illustrated, beside a large number of stories and short articles just suited to little people, with pictures that fairly fill the magazine to overflowing.

The reading matter of the Musical Herald for March 24 is very interesting. There are also several good musical selections for the voice and piano.

NOTES.

We have received from the N. Y. Life Insurance Co., "The Washington Plate," which explains the "Origin of the Stars and Stripes," and gives an interesting collection of facts relating to the Genealogy of Washington and the origin of our flag.

We have received a copy of a song entitled "Six feet of Earth," composed by James E. Stewart. Cincinnati: F. W. Helmick. It is original. Price 35 cents a copy.

The "Key" issued by S. C. Griggs & Co. to their publication of Louise Maerts' "New Method of the Study of English Literature" is a valuable annex and condensation of her important work on literature. It is an outline, with references, of the larger work, prepared for teachers of limited time. It is an excellent little help, and will be found very useful to teachers and students, as well as being so arranged that it will be serviceable in the home library. The entire key is supplied with references to the New American Encyclopædia and many other standard works.

Dr. Peter Kahler, Surgeon Chiropodist, has issued a very neatly bound and useful little pamphlet upon the "Dress and Care of the Feet." "It contains much valuable information upon the 'feet' of fitting the feet."

LABOR makes known the true work of a man, as fire brings the perfume out of incense.—VEDA.



Brain and Nerve Food.

VITALIZED PHOSPHITES

It restores the energy lost by Nervousness or Indigestion; relieves lassitude, erratic pains and Neuralgia; refreshes the nerves tired by worry, excitement, or excessive brain fatigue; strengthens a failing memory, and gives renewed vigor in all diseases of Nervous Exhaustion or Debility. It is the only PREVENTIVE of Consumption.

It gives vitality to the insufficient bodily or mental growth of children, prevents fretfulness, and gives quiet, rest and sleep. It gives a better disposition to infants and children, as it promotes good health to brain and body.

Composed of the vital or nerve-giving principles of the Ox-Brain and Wheat Germ. Physicians have prescribed 600,000 Packages. For sale by Druggists or by mail, \$1.00.

F. CROSBY CO., 665 & 666 Sixth Avenue, New York.

Publisher's Department.

The modern classics, published by Houghton, Mifflin & Co., Boston, make a most desirable little library of stories, essays, sketches, and select poems. We publish in this issue the names of 13 vols., and among the many treasures will be found essays by Emerson, Fields, Steadman, Carlyle, and Macaulay; poems by Longfellow, Whittier, Lowell, Burns, Tennyson, Wordsworth, Mrs. Browning, Scott, Byron, Hood, and others; novels by Fouque, St. Pierre, and others. Each number has been edited with the greatest care and is a model of neatness in its appearance. The series is admirably adapted for use in schools, and classes in literature cannot fail to derive assistance from the reading of it.

Teachers will do well to regard the announcement of Charles Scribner's Sons, Publishers, in reference to Scribner's Geographical Reader and Primer. The work is worthy the highest recommendation, being one of the leading text-books in geography now extant. Its field is the advanced third reader grade, and there its usefulness is such as any teacher will recognize on the first trial. The publishers will send a sample copy for 40 cents.

The old house of John Wiley & Sons, Astor Place, New York, present a list of the school and college text-books published by them. The works are all of the most advanced order of school-books, and have a recognized merit wherever they have been brought into use, particularly those on Mineralogy, Geology, and Mechanics. The firm have just issued a new and exhaustive catalogue of Industrial Text-Books, which they will supply applicants with gratis.

Teachers of French as well as their pupils will be pleased to know that Mr. William R. Jenkins, 850 Sixth Ave., N. Y., proposes publishing under the general title of "Theatre Contemporain" a series of the best modern standard French dramas. The plays selected are to be unobjectionable and suitable for school and home. The first number will be out this month, and the publisher promises to include in the series works of Labiche, Angier, Jules Sandeau, Laya, Scribe, d'Hervey, Andre Theureil, and many others. As plays of this character are an excellent means of familiarizing students with idiomatic and colloquial French, their value will be readily appreciated by teachers. Teachers may obtain a specimen of the first number by enclosing ten cents to the publisher. Subscription for the year [12 numbers] will be \$2.25.

A great many books very helpful to teachers may be had of Henry A. Young & Co., 25 Arch street, Boston. Some of the noteworthy publications are "National Kindergarten Songs and Plays," by Mrs. Pollock, price 50 cents; "Exhibition Days," a collection of dialogues, speeches and various other exercises, price 50 cents; "Children's Hour," by Mrs. Slade, price 50 cents; "Primary School Speaker," by Prof. Gilmore. These books possess an unquestioned value in the school-room. Their already extensive circulation shows their popularity.

We desire to call especial attention to the American and Foreign Teachers' Agency, under the management of Mrs. M. J. Young-Fulton, 23 Union Square, New York. Instructors in every department or grade of school-teaching are supplied by this agency, and the relation in which it stands towards educators and educational interests generally is such as facilitates the employment of good, capable instructors. A communication with Mrs. Young-Fulton will not fail to bring the most reliable information or assistance.

The Troy Meneely Bell Foundry, of Troy, N. Y., would be a good house to deal with when one is in need of a bell. Their supply of bells is not limited, and the very best quality of work is always assured to a purchaser. Church-bells, school-house bells, or any kind of bell may be found there. Their is a peculiar satisfaction felt in having such an old-established house supply one's wants; their experience extends back over many years, and their business is in its vast extent proportionate to the old experience. A nicely illustrated price list may be had by addressing Clinton H. Meneely Bell Co., Troy, N. Y.

It is a poor school now-a-days that cannot boast a laboratory and more or less apparatus for physical science instruction. Such accompaniment of school teaching

has long since become inseparable from the high schools and colleges of the country, and is rapidly becoming a necessity even in less advanced institutions. The importance of having a reliable manufacturer who can always supply improved apparatus to schools is patent enough. Such a manufacturer, we are free to say, is Curt W. Meyer, 11 Dey street, N. Y., and his catalogue is full of information to be desired by the purchaser.

During the terrible pneumonia period of the year, which includes a greater portion of April as well as the whole of March, inquirers after the soundness, or supposed unsoundness of their lungs will profit much from the perusal of a treatise, "Diseases of the Lungs, and How they Can be Cured," recently published by Dr. J. H. Schenck & Sons, Philadelphia.

We call the particular attention of our readers to the new advt. of the Great American Tea Co. in this issue.

His Oriental Cream leaves not On Beauty's skin the faintest spot, But drives away the pimple spot.

Gouraud (T. Felix).

THE FIGURE MAY BE FAULTLESS, the complexion without a blemish, yet if the teeth are neglected the other attributes of beauty fall short of their due effect. If the teeth are not hopelessly decayed Sozodont will renew their whiteness and beauty. This wholesome beautifying agent, moreover, renders the breath sweet and communicates a hue to the lips. A fair trial of this standard article will demonstrate its value.

"No lady of refinement likes to resort to superficial devices to supply a becoming semblance of her former beauty. It is health alone that kindles the fire that lights the countenance and brings back the fresh tints of the apple blossoms to the faded cheek. If anything on earth will do this, it is Mrs. Lydia E. Pinkham's Vegetable Compound, which has already brought health to multitudes with whom all other means had failed.

PARKER'S HAIR BALSAM

A beneficial dressing preferred to similar articles because of its purity and rich perfume. It restores to Gray Hair the Youthful Color & prevents dandruff and falling of the hair.

FLORESTON COLOGNE

Extracts the finest flower extracts in richness. Delicate, very lasting. No odor like it. Be sure you get FLORESTON Cologne, signature of Hincoc & Co., N. Y., on every label. 25 and 50 cts., at druggists and dealers in perfumery.

COLGATE & CO'S CASHMERE BOUQUET TOILET SOAP.

The novelty and exceptional strength of its perfume are the peculiar fascinations of this luxurious article, which has acquired popularity unequalled by any Toilet Soap of home or foreign manufacture.

KIDNEY WORT

FOR THE PERMANENT CURE OF CONSTIPATION.

No other disease is so prevalent in this country as Constipation, and no remedy has ever equalled the celebrated Kidney-Wort as a cure. Whatever the cause, however obstinate the case, proper use of this remedy will overcome it.

PILES. THIS distressing complaint is very apt to be complicated with constipation. Kidney-Wort strengthens the weakened system and quickly cures all kinds of Piles even when physicians and medicines have before failed.

If you have either of these troubles

PRICE 51. USE Druggists Sell

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THERE is a good deal of true nobility in children after all. Jo had accidentally pounded a new bump on the head of Bert with a baseball bat. "I'll tell you what, Bert," said he, "I'm going to have a show in my woodshed Saturday and you can come in free. The other fellows will have to pay three pins." You've no idea how that reduced the swelling.

THE Buffalo Commercial Advertiser mentions what may be safely set down as the worst case of spelling of recent record. It occurred in a "notis" of a "sellybrash-un" to be held on the shores of "Lake Eary" and mentioned the occasion as a "guble." This word troubled the editor a good deal, but with rare perspicacity he at length resolved it into "jubilee."

Our watchful Guardian and faithful Protector restored to active duty again.

MR. HENRY A. WATERMAN, of the city of Providence, R. I., for many years the faithful and vigilant night watchman of the Barstow Stove Company's very extensive establishment, having been confined to his home several weeks by a very distressing illness, on resuming his duties again avails himself of this early opportunity for stating briefly a few plain facts.

MR. WATERMAN SAYS:—

"A few months ago I was taken down with a severe sickness, which confined me to the house quite a long time, and much of the time I was so very lame as to be unable to walk, and my left leg, from the hip to the toes, became monstrously swollen, and I suffered extremely from the constant intense pains produced by so great inflammation; I was trying the various so-called cures, all the time, and was under the treatment of a physician seven weeks, but getting no substantial relief. At this time an old time friend, a police officer, called upon me, and during our conversation informed me of the great benefit which he had obtained by the use of Hunt's Remedy, and urged me to try it, as he considered it a wonderful medicine. I commenced taking Hunt's Remedy, having very little faith that it would do much in such a stubborn case as mine, but my doubt was soon dispelled, for before I had taken one bottle I began to get better, the severe pains disappeared, the swollen leg gradually decreased in size, and I was encouraged to continue the use of the Remedy; and the improvement to my health continues, my appetite is good. I have regained my strength, and I am now performing again my duties as watchman at the foundry. Every night I go up and down stairs more than one hundred times, and am in good condition, and feel that my recovery is due to Hunt's Remedy alone. My severe sickness and terribly swollen leg was caused by the diseased state of my kidneys, and I think that it is a most valuable medicine that will so speedily relieve and cure such a severe case as mine. I therefore most cheerfully recommend Hunt's Remedy to all afflicted with Kidney Diseases, as I know it to be a safe and reliable remedy."

"PROVIDENCE, Dec. 5, 1882."

A student at one of our colleges mis-translated a word "bird" and some one of his class whispered that the word should be thief. "What kind of a bird, sir?" asked the professor, sarcastically. "A jail-bird, sir," was the quick reply.

"My wife had fits for 35 years," says Henry Clark, of Fairfield, Mich. "Samaritan Nervine cured her." Your druggist keeps it.

TEACHER: What did the pilgrim fathers first do upon landing at Plymouth Rock? Pupil: They fell upon their knees. Teacher: What next? Pupil: They fell upon their aborigines.

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A FEW EDITORIALS THAT ALL READ AND PROFIT BY THEM.

[From the Peoria Ill. Medical Monthly, July, 1882.]

We have used Murdock's Liquid Food in a number of cases of great debility, and where the stomach was unable to retain any kind of food; in some cases, in fact, the patients were on the verge of death. The results have been all and more than we expected. We think it needs but a trial to prove its worth to every one. (Editor.)

[From the Boston Musical Record, Aug. 26, 1882.]

We have used this in our family for many months, and it is what is wanted in every household. (Editor.)

[From the Boston Pilot, July 15, 1882.]

Many persons of well-known integrity and high standing, whom we can vouch for, have used it in their families and pronounce it all that is claimed for it. In many of our institutions and hospitals it is used extensively. It is the pure essence of nutriment from healthy animals, making new, rich blood, thereby building up a strong, healthy body. It is a balance of life in liquid form, and where Murdock's Liquid Food is used death reaps a poor harvest. It is not a medicine in any sense of the word, but a food—as much so and more nutritious by far than the choicest cut of beef or the richest mutton broth, and when nothing else will remain on the stomach of a solid or liquid nature, Murdock's Food never fails to sustain life and give strength that we know.

[From the Editorial Columns of the New York Medical and Surgical Journal.]

The value of raw food extracts has long been recognized by the profession as being superior to cooked extracts in all wasting diseases, such as consumption, scrofula, diphtheria, dyspepsia, kidney complaints and constipation, and cases where sufficient nourishment cannot be obtained from common food. Such is Murdock's Liquid Food. These extracts have been introduced through the profession of New England, the inventor claiming, and the company indorsing, his theory, and they are the only manufacturers in the world, that if the physician did not want them that the druggist would not, and it was a waste of time and money to adopt any other method of introducing them into the market.

[From the Portsmouth Times.]

Murdock's Liquid Food has given health to all of our citizens of Portsmouth that have used it. Of those that have been benefited by it it is a pleasure just to number among them a member of our own family.

[Meriden (Conn.) Press, Aug. 3.]

People who complain of dyspepsia and an "all-ones" sort of feeling these days will find great benefit by using Murdock's Liquid Food. It is a preparation of raw beef, mutton and fruits, and is so easily assimilated that it can be taken with safety upon the weakest stomach, while a teaspoonful of it contains as much nutriment as a considerable quantity of ordinary food. For those who feel exhausted, either from overwork or disease, it is simply invaluable. This is not an advertisement or a paid puff, but a voluntary recognition of the merits of a genuine article, which the writer has seen tested again and again, always with satisfactory results.

[From the N. Y. Scientific Times, March 11, 1882.]

The experience of physicians and of persons in charge of the sick in hospitals and elsewhere has demonstrated that recovery is often delayed and sometimes entirely prevented by the want of nourishing substances with which the convalescing patient could be fed. Nature is often too weak to manage and assimilate even the most wholesome articles, which, with the body in vigorous condition, would be adequate for its support. Especially is this the case with infants, who are thus made to suffer for the want of knowledge of those in whose charge they may chance to be. Among the most successful attempts to invent an artificial food is the article known as "Murdock's Liquid Food," prepared by the company of that name in Boston. It is renowned as a maker of pure blood, which it supplies in such a cooling and nutritious as to expel a weak and impure blood engendered by disease from the system, and to fill its place with a life-giving, health-restoring fluid.

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New York, April 14, 1883.

THE Scholar's Companion FOR APRIL

Comes out laden with an unusual supply of interesting reading for home and school. The opening article is an illustrated one entitled "A Voyage to Europe," which is spicily written, and there are two other illustrated articles, "The Circus" and "Stories About Girls." In point of length as well as merit the chief contributions this month are "Are they Fairies?" "Good Queen Beas," "A Race for Life," "Famous Battles.—VIII.—The Invincible Armada," "What Cured Carl," "Shall and Will," an excellent dialogue; "The Alhambra," being another of the charming series of travelers' tales; "Pure Generosity" and "Uncle Fred's Play-School." Besides these more noteworthy pieces, there is a multitude of shorter items each full of either instruction or amusement. The departments known as "The School-Room," "The Letter-Box," and "The Writing Club" are continued with all their delightful qualities, for the COMPANION readers, no doubt, find all three indispensable. There is not a line of dryness or fatigue in this month's number, and it is not to be wondered at that such attractions of contents should win for the little monthly the enviable popularity it enjoys among both old and young readers.

We appeal to the teachers and county officers to meet and organize an association if none exists. We urge every county association to choose one representative for each 100 teachers, to attend the State Association.

THE largest figure in this great metropolitan city disappeared from sight when Peter Cooper died. A grand old man; a man interested in his kind,—in this resembling the true teacher. Living to benefit others, his name will be long retained on the list of the world's benefactors.

AN interesting announcement is made on another page about the early issue in book form of the "Talks on Teaching" delivered by Col. Parker last summer at Martha's Vineyard. Col. Parker takes advanced ground and teachers all over the country will welcome this volume as a beacon light on the road to better teaching.

"I DECLARE it to be the fact that just as the prevalence of mechanical agencies in manufacture has destroyed all personal skill in handicraft, * * * so do these vast educational machines, when divested of personal sympathies and personal impulses, tend to a like result in developing the mind." —PROF. WEIR, in the *North American Review*.

M. BARDOUX, Minister of Public Instruction in France, in addressing the 12,000 teachers who had come to Paris, said: "You cannot be good teachers unless you are continually learning yourselves, and you cannot instruct children successfully unless you study every day the progress of the art of teaching. You must acquaint yourselves with the new methods of teaching and with the latest improvements in school apparatus."

A PRACTICAL teacher makes some excellent suggestions in respect to our district schools. Of the ten millions of pupils a great majority are in those schools. More attention should be directed to them; more money should be spent on them. One suggestion of his could be made practical, we think. Let there be an addition made to the school-room where the young children could be engaged in suitable plays under one of the older girls trained by the teacher for the purpose. Here order need not be maintained; occupation is what is needed. The cost would be small and the results great.

CONCEDE the truth of the proposition that language is the instrument of thought and you must accept the deduction that without language there can be no thought. Huxley, in his lecture on animal automatism, says: "From the absence of language, animals have no trains of thoughts, but only trains of feelings." President Pickard says: "All our thinking is done in the use of words." "Thought needs and must have embodiment in language." "To one entirely ignorant of all language there can be no thought." A

pupil's power to think is equal to his power to tell, and what a pupil cannot tell he does not think.

THERE is a general impression that the teachers of this country are all wide awake on the subject of education. This is a great mistake. A few here and there are inquiring, discussing and experimenting, but the great majority are pursuing the even tenor of their way. An agent writes us from a western city that he found scores of teachers who neither subscribed for an educational journal, nor attend teacher's meetings, nor read educational books, nor were interested in education. After having visited other cities where the reverse was the case he concludes: "I am positively certain that all this results from having a dead superintendent."

THE FIRST GUN.

Put me down for five copies of Col. Parker's "Talks on Teaching."

H. S. JONES, Supt. of Schools, Erie, Pa.

WHITHER.

It is quite apparent that there is an educational movement. The Dark Ages are nearly over, Tradition is giving way somewhat to philosophy; there is an increase of inquiry; there is increased discussion. Little progress is apparent, however, because (1) those who hold important places refuse to admit improvement to be possible, (2) the teacher holds his position for so short a time, (3) the majority are women who have been brought up to maintain a subordinate position.

Nevertheless a movement is in progress and it is daily spreading. There is a belief gaining ground that (1) our methods are not philosophically founded, (2) that the studies usually pursued are over-valued and (3) that the time assigned to them is not properly distributed.

Here and there through the country men and women are found who have sat down to study the problems that are asking for a solution. They are attempting to form a philosophy from observing the phenomena of education—and at the present stage this is all that can be done. This must go on until in every school-room will be found those who are studying education. This will lead us to better methods—newer and better methods will be discovered every year. If settled principles can be reached, we shall at last have an Art of Education.

Meanwhile, it is observable, that the laughter that greeted those who talk of the "new methods," "Quincy methods," etc., has subsided. There is a willingness to admit that improvement is possible. Let each earnest man and woman determine to help forward the movement that is in progress.

(1). Let them study their pupils and determine to teach philosophically and not traditionally.

(2). Let them read the SCHOOL JOURNAL with critical care, for the latest and best views pertaining to education will be found in its pages.

(3). Let them meet and organize in every county and educational church and compare views.

For the SCHOOL JOURNAL.

THE "MACHINE TEACHER."

BY R. J. M.

(These lines are not poetry the writer knows, but there is a truth at the bottom if any one else can say it better than this.)

With pointer raised in wrath,

With eyes fixed on her band,

A woman stood and in imperious tones

Gave the word of command:

"Learn—learn—learn

Nor one of your lessons skip.

Or from your classes return

To hear the tune of the whip."

Switch—switch—switch

Because the children are bad,

And switch—switch—switch,

Because the teacher is mad.

It's O, to be free, free,

In nature's wilds to be,

Rather than in "machine" schools

Whose work grinds boys to fools,

Think—think—think

Till the brain begins to swim,

And watch—watch—watch

Till the eyes are heavy and dim.

Books, pencils and slates,

Slates, pencils and books,

Till from their rattle I turn away

And hate their very looks.

O fathers with children dear,

O mothers with girls and boys,

It is precious time you're throwing away

And childhood and its joys.

Grind—grind—grind

With books before us piled,

We seldom teach, we always cram,

The teacher is sour as the child.

But why of parents speak?

They care nothing for our plan,

They think such training "just the thing."

It's just what was their own.

They got their 'larnin' long ago

In just about that way,

As that was good enough for them.

So 'tis for their children they say.

Around their farms and homes we see

Improvements of every kind,

But look at the pens for their little ones

And there you'll generally find

A big box stove, a worn-out broom,

A table, a broken chair,

And a wall so blank, the boys we thank

For drawing profiles there.

It's drill—drill—drill

All of the weary time,

And cram—cram—cram

Till four o'clock from nine.

Write and "cipher" and read:

Read and "cipher" and write

Till the letters reel, and the figures dance,

Before the bewildered sight.

O, but to find one place

One spot however small,

Where school is made a pleasant place,

Not a prison-house for all;

A place with trees and flowers without

And happiness within,

Where cramming doesn't reign supreme,

And laughing isn't a sin.

O haste the happy time

When this mad style of school shall be no more,

When old custom shall disappear,

And half of the text-books burned;

When stuffing and cuffling are out of style,

And teaching takes their places,

When every school-room in the land

Presents a scene like this:

With ferule thrown aside,

With kind and gentle hand,

The teacher moves, with love and tact,

Guiding the little band.

Work—work—work

Like a hive of busy bees,

And sing—sing—sing

Like the birds upon the trees,

No tiresome lessons in sing-song tone,

No clinging to books with a desperate grip,

But they learn the things they need to know

Without the aid of the whip.

For the SCHOOL JOURNAL.

REFORM THE DISTRICT SCHOOL.

BY E. D. BRINKERHOFF, Pine Brook, N. J.

We have one hundred thousand district schools in operation; that they are not very successfully managed is apparent on an examination of the older pupils: they acquire the mere elements of knowledge. Better appliances, better teachers, better supervision, better everything is needed. The bulk of the children are in them. We have inherited from the past a cast-iron order of things that is not suited to the actual conditions. Changes must be made that will save the teacher's time and give him an opportunity to teach. Remove the obstructions to teaching and encourage the teachers to do something more than hear lessons and keep order.

The Time.—The pupils of district schools spend about six hours daily within the school walls. For one or two hours they come in turn directly under the teacher's instruction. What is the nature of their employment during the four or five hours spent "in their seats?" Generally learning spelling and geography lessons and doing examples. Other occupation is not provided because the teacher does not understand there are such things or have time even if he did understand.

But time is wanting. It is impossible for one teacher to keep but a few of the pupils properly employed for so many hours. Activity is a part of child-nature. But on account of the need of a quiet room teachers are obliged to forbid all play and this leads to machine work. The time is mainly consumed in recitations which have for their object the finding out whether the children have studied their lessons.

Teaching at a Discount.—Mind-development is a thing hardly known in the district schools. The teacher has no opportunity to instruct and train his pupils; he is hearing the recitations of some and watching the rest. To join the labors of Kindergarten and instructor in one person for so many children of all ages, is to defeat the educational ends for which our schools are supported. Where the expense can be met (if it can be) a separate building or room should be erected on the school grounds; here the children's play should be superintended by an older pupil. Small children should be excluded from the teacher's room when not receiving instruction or engaged in proper school exercises. Let them play instructive plays. Many plans could be devised to help this matter. Where there is no building the following plan would be feasible in many cases. Divide the school into four nearly equal parts according to grade, to be called A, B, C and D grades. Let the grades A and B attend during the entire day. Let the C and D grades come at 10:30 A. M. and go at 3 P. M. All agree that these hours are as long as little children should be in school. Teach the little children while the larger ones are out at recess. The trouble will be that small children will live so far from the school-house that they will not be able to go over the long roads alone. Mothers will wish the children out of the way at home. But the D scholars, some will think, should spend more time in school. Not for study. It is more than a waste of time for pupils to attend six hours a day when their class can have but little more than one hour of the teacher's time.

Unclassified Pupils.—We find many pupils in the district schools who have had a poor early training. They came into school for the social enjoyment. What shall we do with these weights about the neck of the district school? The teacher must not give them an unduly large proportion of his time. Their golden opportunity has passed away. If you attend to these, the smaller pupils are being neglected; these neglected and you are raising up a new supply of incapables to take the place of those stepping out. The smaller ones must have the teacher's best efforts and much more time than is now given them.

Less time to Discipline.—Lastly a change in discipline must be effected before the new education can be inaugurated. In the past the whole effort

of the master was to "keep order." He prided himself more upon order than upon the advancement of pupils. Even now order is a leading topic of conversation among teachers. Any want of progress has been laid at the door of the pupil's incapacity. But now teachers must teach; for it has become widely known that right practice will produce great results. The art of school discipline must descend to its proper rank in the new order of things. A quiet room will be secured by other means than discipline. No unoccupied child will be allowed in the teacher's room. Those that are occupied in proper employment, will be willingly quiet. In the schools of the future less repression will be necessary. We shall see hearty co-operation between teacher and pupil in place of the antagonism or submissiveness now so often observed. Teachers will endeavor to train, rather than break, the will of the pupil, thus leading the way to true character training.

OBSTACLES.

"What have you in that nice little pocket of yours, Johnnie?" asked his teacher not many days after his admission to the school. She had detected about him an odor of tobacco, and this was the beginning of her search for it.

"I'll show you everyting, Miss Jones," and the little fellow pulled out, first his tiny handkerchief, then a pencil, and last a tin whistle, placing each in the hands of the questioner, and then standing back with arms akimbo, as if wondering what next.

"Is this all?"

Down went the chubby hand and, after a moment of search, brought up, as the gleanings of the field of investigation, a few shreds of the vile weed, which he placed with the things already produced.

"Every single sing 'cept this,—see! and, in proof, the miniature pocket was turned inside out and thoroughly shaken up. Upon inquiry, the teacher learned that the pinch of tobacco had been given the child that morning by his grandfather for lighting his pipe and bringing his slippers.

"But what are you going to do with it, Johnnie?"

"Goin' to chew it."

"What! going to chew this dirty stuff? Why, I couldn't think of such a thing."

Johnnie dropped his face in perplexity. He saw his teacher thought he ought to be ashamed of something, so the color rose and, for a moment, he was silent; then suddenly lifting his face, bright with a new thought, he said:

"Grandpa chaws it and smokes it, too, and he's just the nicest grandpa you ever saw."

"Yes; no doubt he is nice, and we should all love him if we knew him; but he learned to use tobacco many years ago, when it was not so well known how bad it is, and now he thinks he cannot leave it off. If he had known all about it I don't think he would ever have touched it; and I cannot think he would like to see his little pet with tobacco in his mouth,—do you think he would?"

"I don't know," the child answered thoughtfully.

"Well, you talk with him about it when you go home, and see what he will tell you."

As the teacher hoped, "grandpa" could not recommend his vice, but acknowledged its filthiness, and some weeks later quietly laid away his pipe and told Johnnie he should never use it again. The teacher hoped the breakers were passed, but one fine morning before the bell rang, he rushed into her presence, and in an excited manner said, "Miss Jones, are you sure tobacco's bad?"

"Yes, Johnnie, quite sure. But why do you ask?"

"Because, last night when I was going to market for mother, I saw Mr. Smith coming up street with a cigar in his mouth, and Willie Fisk says he spits awful, up stairs."

"What! Mr. Smith, our principal?"

"Yes, ma'am?"

"But, Johnnie, you might have been mistaken—it might—"

"Why, Miss Jones, I know Mr. Smith when I see him."

"Well, Johnnie," said the teacher after a pause,

"if Mr. Smith does really use tobacco, I am very sorry; yet I am just as sure as ever that it is bad, for men who have spent much time in finding out the mischief it has done, and have told us so."

So Johnnie's teacher cast her bread upon the waters, and left the matter with God.

Johnnie had become a great pet. He was so manly, so frank, so grave, so evidently desirous of doing the right thing, and yet so observant of what men did, that his teacher felt the deepest interest in him. At one of the many confidential talks they had the little fellow said: "Our minister, Mr. Brown, came to our house yesterday, and when he spoke to me his breath was so nasty that it most choked me."

"Whoever uses tobacco, Johnnie, does so because somebody has failed to make him know how bad it is. I am sorry Mr. Brown uses it."

Johnnie seemed satisfied. He seemed to have weighed the matter, and to have decided to have nothing to do with tobacco. He went into the High School, and was engaged as a clerk in the village store, and became a successful and honorable man.

There was another at the Pine Street School on whom tobacco had cast its withering influence. Willie Park was eleven years old. When a sweet, cooing babe his father would playfully blow into his face a little puff of smoke from his pipe, and laugh to see him blink and gasp for breath.

As the baby grew older, papa's short-stemmed pipes found their way into his collection of playthings. A year later he would put one in his mouth and play he was a man. He was often sent by his father, as his legs grew stronger, for a pitcher of beer. By the time Willie had completed his first decade, he became a customer at the beer shop when his resources would allow.

From under his broad, full brow, shaded by soft brown hair, looked out a pair of large, blue eyes, pretty, but for a slight glassiness; his naturally clear complexion had a tinge of sallowness, and his rosy lips were parched and slightly discolored. His step was lacking in elasticity, and a perceptible stoop in his shoulders told the story to his teacher. She asked to see him a moment after school, and when they were all alone, not wishing to give him a chance to deny what she knew to be true, she said:

"Where do you keep your tobacco, Willie? It's odor is very offensive to me."

Surprised and flustered, he put his hand to an inside breast pocket and said, "In here."

"Let me see it, won't you?" said the teacher; whereupon he drew out a little print-bag half filled with tobacco. Taking and opening it, she looked at it and asked: "What do you do with this, Willie?"

"Smoke it."

"But where is your pipe?" she asked again.

"I haven't any."

"How do you manage it without a pipe?"

"Make cigarettes of it."

"What! make them yourself?"

"Yes, ma'am."

"Let me see how you do it."

He drew from his pocket a little leather case of supplies for the work, and took thence a little square of white tissue paper; then taking from the bag a small pinch of tobacco, he placed it upon the paper, enclosed it in a simple arrangement for rolling, and rubbing it lightly between his thumb and fingers, turned out a little roll the size of a quill and two and a half inches in length. Wetting the free edge with his tongue, he stuck it together and it was ready for use.

"Yes," said the teacher. "How long have you used them, Willie?"

"I don't know."

"Sometime, do you think?"

"Yes, ma'am."

"Does your mother know of it?"

"I think not."

"And you like it?"

"Some."

"But how it smells! and it makes you tired and slow in your work. It is this that makes you have such hard work to keep up with your class; and

you know, Willie, your classmates are nearly all younger than you are. You can never succeed with your studies if you continue to use this. You don't want any more of it, do you?"

"No, ma'am."

"What shall I do with it?"

"I don't care."

"Well, I think I will drop it into the fire, shall I not?"

"I'd just as soon you would."

But the teacher saw that, though he was ashamed of it, still he looked longingly after the precious bag, as it descended into the flames. A few more words of counsel and encouragement, and she excused him with a kind "Good night."

His after history is briefly told: He came irregularly to school, returned to his tobacco, his thirst increased till something stronger than beer was necessary to satisfy it. He became a loungeur at a livery stable while his family were struggling for a livelihood. As the months and years went on, a muddled brain, a staggering gait, and, finally, the gutter, succeeded each other.

Who can reckon the obstruction that tobacco is in the way of education? Who will roll away this stone?

INDUSTRIAL EDUCATION.

An experiment in industrial education has just been made by Principal Camp, of the Dwight School, New Haven, and it seems to have been attended with surprising success. Some three months ago, the winter evenings being longer than at this season, Mr. Camp suggested to the scholars that it would be a good idea for them to make something; that they should strive to show some substantial results, something practical. Children are naturally inventive, and the idea met with the readiest favor. To further the experiment he announced that an exhibition would be held in the school on a certain day, when the result of each scholar's ingenuity would be placed on view; that there would be no restriction as to what thing should be made, but every one should be left to his or her own choice; and each product should have attached to it a card on which would be written the name and age of the worker and the number of the school-room in which he or she belonged. The proposed scheme became the absorbing topic and the exhibition, when it did finally come off, shows what a universal interest had been aroused. On tables reaching from one end of the hallway to the other, on benches and on both walls were placed the various products of juvenile industry. The apartment was more than comfortably filled with visitors, mostly ladies, coming and going. A reference to some of the more noticeable articles exhibited will indicate how very satisfactory were the results of Mr. Camp's suggestions. There was a miniature of the sloop "Jeannette," by Robbie Pierpont, 14; it was full-rigged, with life-boats hanging from the davits, with cordage and with an anchor fastened to a neat wire cable lying on deck. Frank Russell, a steam-engine and machinery attached, which works well; he also shows a bird-house, painted green. Annie Holcomb had a waste basket made of coarse twine, heavily varnished and the whole made of crochet work, its interstices being filled with bright ribbons; very handsome. Robert Wehner had a case of dead butterflies of his own collecting. There were a large number of little articles—painted Easter eggs, crosses worked in worsted, pincushions and things, each of which reflected credit on the makers. But the specimens of baking were not less attractive than other things. Carrie L. Clinton, age 9, had lovely frosted cake; Mamie Volts had a Washington pie that made a visitor hungry when he looked at it; Miss A. Nellie Schneelock had splendid doughnuts; Geo. Brooks, aged 11, had a fine coconut cake. In addition to these interesting exhibits there were to be seen wonderful triumphs of the little workers in the shape of maps illustrating the growth of the United States, beautiful tidies, bed-quilts, scrap-books, fret-sawings, specimens of penmanship, and in short an almost limitless variety of things. Such industrial work is within reach of every young person in our schools, and to have shown this to the teachers we congratulate Principal Camp.

MOOSOUND VIEWS.

[Prof. W. H. Venable, of Chickering Institute, Cincinnati, gave an address before the Southwestern Ohio Teachers' Association that commands attention. Thinkers are not nearly so common in the pedagogic world as workers. As most teaching is done, it seems to be a great deal more natural and easy for the most of teachers to drudge than to think.—Ed.]

"We are bound down by many cords of usage and ropes of authority, and it takes force and courage to break the bonds—to think in regard to education."

"Many regard the speculative philosophy of education as mere fog and delusion brooding over the subject; but the solid land of true science must be somewhere beyond the mist. Before we can safely run the train of right methods along the track of practice, the head-light of theory must shine into the opening way."

"You can no more think for your pupil than you can digest food for him. The mind is solitary in its real achievements. We must work out our intellectual salvation alone. Teachers can order the 'environment,' but not do the vital work of another spirit."

"Not the studies, but the study, makes the scholar. I do not believe in fitting boys for college if that fitting unfits them for life. The one fitting should be the other."

"You are all your ancestors, including the Old Adam. Judge your pupil in the light of his heredity. The perfect work of education cannot be accomplished except in the individual who comes of a stock cultivated for generations. Training your pupil, you may be training his great grandson. Infinite are the reaches of the schoolmaster."

"Stupidity, stolidity, inaptitude for special studies, vicious tendencies, are to be regarded as chronic disease—the pupil may slowly be cured."

"Many teachers of morality destroy the effect of judicious counsel by too much talk."

"Take care of the block-heads and the heads will take care of themselves."

"All schooling in school should be supplemented and tested by schooling out of school."

"The school must recognize its constant vital connection with the world around. Every teacher's desk should be in sight of the great facts of the times in which we live. Boys are men, girls are women, to-morrow."

"Like the ancients, we must teach virtue as well as smartness. No good education can be based on mere intellectuality."

"Bain is wrong in assuming that affection can play but a small part in teaching. Human love and sympathy play the greatest part in early training. They play the greatest part even in a class in mental arithmetic."

THE trustees of Columbia College are opposed to the whole theory of attempting "to educate the sexes together" in the same college. They may live together in the same family; they may be educated together in the same public school; they may commingle in the same social circles; they may worship God in the same sanctuary and sit together and sing together in the same pew; but when it comes to the question of higher education, then the sexes must be separated, so far as Columbia College is concerned. The trustees shut the doors of that institution against all young women, and confine its educational facilities exclusively to the other sex. These trustees are frightened at nothing, and, in our judgment, have far more conservatism than good sense. The examples of Cornell, Oberlin, Michigan University, and the recent action at Harvard, in this country, as also the action taken in the English Universities of Cambridge and London, to which no reference is made in the report of the committee, ought to be taken as abundant proof that the education of both sexes in the same college is not an untried, and especially not a dangerous and destructive experiment. The simple truth is that Columbia College is behind the times.—*Christian Advocate*.

THE SCHOOL-ROOM.

FOR MEMORIZING.

Because you flourish in wordly affairs,
Don't be haughty and put on airs,
With insolent pride of station!
Don't be proud and turn up your nose
At poorer people in plainer clothes;
But learn for the sake of your soul's repose,
That wealth's a bubble that comes and goes!
And that all proud flesh, wherever it grows,
Is subject to irritation.—JOHN G. SAXE.

If hindrances obstruct thy way,
The magnanimity display,
And let thy strength be seen;
But O, if fortune fills thy sail
With more than a propitious gale,
Take half thy canvas in!—HORACE.

My son, be this thy simple plan;
Serve God and love thy brother man;
Forget not in temptation's hour,
That sin lends sorrow double power;
Count life a stage upon thy way,
And follow conscience, come what may;
Alike with earth and heaven sincere,
With hand and brow and bosom clear,
"Fear God, and know no other fear!"

THE BROOK.

I chatter over stony ways
In little sharps and trebles,
I bubble into eddying bays,
I babble on the pebbles
And out again I curve and flow,
To join the brimming river,
For men may come, and men may go,
But I go on forever.—TENNYSON.

WHAT I LIVE FOR.

I live for those that love me,
For those who know me true;
For the heaven that smiles above me,
And awaits my spirit too;
For the cause that lacks assistance,
For the wrongs that need resistance,
For the future in the distance,
And the good that I can do!

—G. L. BANKS.

THE MOTTO TO WEAR.

The proudest motto for the young—
Write it in lines of gold
Upon thy heart, and in thy mind
The stirring words unfold;
And in misfortune's dreary hour,
Or fortune's prosperous gale,
'T will have a holy, cheering power,
"There's no such word as fail."

THE BROWN THRUSH'S SONG.

So the merry brown thrush sings away in the tree,
To you and to me, to you and to me;
And he sings all the day, little girl, little boy:
"Oh, the world's running over with joy!
But long it won't be—
Don't you know? don't you see?
Unless we are as good as can be!"

—LUCY LARCOM.

COMING SPRING.

Buttercups and daisies,
Oh, the pretty flowers!
Coming, are the spring time,
To tell of sunny hours.
While the trees are leafless,
While the fields are bare,
Buttercups and daisies
Sprung up every where.—MARY HOWITT.

WHICH IS THE BETTER WAY?

Suppose your task, my little man,
Is very hard to get,
Will it make it any easier
For you to sit and fret?
Then wouldn't it be wiser
Than waiting like a dunce,

To go to work in earnest
And learn the thing at once?

—PHOEBE CARY.

WHO IS IT?

I know a child, and who she is
I'll tell you by and by,
When mamma says, "Do this" or "that,"
She says, "What for?" and "Why?"
She'd be a better child by far,
If she would say, "I'll try."

For the SCHOOL JOURNAL.

SOURCES OF KNOWLEDGE.

[For a Talk with Advanced Pupils.]

How do we know? Evidently (1) our observation or the testimony of our senses is the great source from whence our knowledge comes; we see or feel a thing, and thus know it to exist. (2) The evidence of others is another source; this is a reliance on the observations of other persons. (3) Induction. We feel certain that every horse has four legs, because all horses we have ever seen have had four legs. This process, by which we are led to knowledge or belief about entire classes from seeing a few members of the class, is called induction. The few members have been introduced, and we judge of all. (4) Deduction. We feel certain (have knowledge) that a horse unseen by us, as one that is tied, as we are told, at our door, has four legs. By induction we feel certain that all horses have four legs, and we reason thus: (a) "All horses have four legs; (b) this at the door is a horse; (c) therefore, it has four legs." From the two statements (a and b) we deduce a third (c). This is called deduction. These four are the entire sources of all our knowledge. Our first knowledge is wholly by observation, but we begin to rely on others as we begin to use our minds—our reasoning powers. We cannot help inducing and deducing. Our own observation is the most sure of all, yet we may be mistaken. We would say the sun moves by observation, but we learn that it is the earth, and not the sun. The testimony of others is conclusive if the person has a devotion for truthfulness, if we feel his observation is to be relied on, and if it stands to reason. As to induction, we are obliged to examine a good many cases before we can decide; thus, undoubtedly, the negroes of central Africa once believed that all men were black from induction. It is said that a traveler in a certain part of Germany arrived at a village and met three men each having red hair. He wrote in his note-book "all the men of this village have red hair." This was induction—he had no right to induce from seeing three. Induction is carefully used. If I cause something to happen purposely in order that I may found an induction, I call it an experiment; hence much of our knowledge. I eat a certain food and am sick; I eat it again and am sick; I induce that food causes sickness. Analogy is a kind of induction. This planet is inhabited; we conclude that others are, also. Deduction employs two statements. I say, (1) all quadrupeds are animals; (2) all horses are quadrupeds; and then I deduce, (3) all horses are animals. These three statements make a syllogism—much referred to in argument. The first two statements are called premises, and they must be connected with some other. "A pound of tea is worth fifty cents." "An orange is better than an apple." Nothing can be inferred from these two.

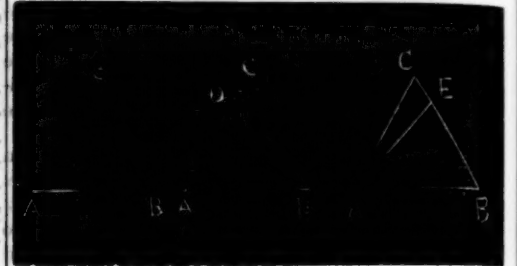
CAUSES OF INEBRIATION AND INSANITY.—A large number of persons engaged in the late civil war, who suffered hardship and mal-nutrition, became inebriates years after. The effects of commercial disasters, of bankruptcies, and panics in Wall Street, can be seen in inebriate or insane asylums. In the asylum at Binghamton, New York, for inebriates, at one time were eighteen cases whose inebriety could be clearly traced to a great money-panic in Wall Street known as "Black Friday." Political failures are also fertile fields for the growth of inebriety and the action of psychical influences. Annually a large class, after the close of a campaign, find themselves literally inebriates, and, if they have money, go to water-cures, inebriate asylums, or to the far west, and begin life again.

For the SCHOOL JOURNAL.

TEACH TO THINK.

It is quite probable that to-day is no "king in disguise" to many pupils, because the teacher does not elicit thought. Visiting at the house of a pupil attending a celebrated female seminary and noticing her general brightness, I was surprised to hear her say, "I do hate geometry." The proposition for that day was, "If a triangle has two of its angles equal, sides opposite these angles will be equal."

I began to talk with this young lady, and found she had a good mind; she could think logically and consecutively; why then, I asked myself, does she find trouble with this proposition? I knew her capacity to see truth was as good as mine. Drawing the lines I said, one of three things



must be: $AC = CB$; AC is greater than CB , or AC is less than CB .

"I do not see that."

"That is right. If there is any one thing you determine to do as a pupil, let it be this, *that when you do not understand, you say so*. Very well. I am as tall as you, or I am taller than you, or I am shorter than you."

"Yes; I see that."

"Very well. State the relation your money bears to mine."

"I do not comprehend."

"Well, I stated the relation your height bore to mine."

"Oh, yes. Why, I suppose it is this: I have the same amount of money you have, or I have less, or I have more."

"State the relation that my knowledge bears to yours."

"You know as much as I, or you know more than I, or you know less than I."

"The last is probably true."

"Oh, no!" (blushing.)

"State the relation between this house and Mr. F's."

"How?"

"What! have you discovered there are more relations than that of size?"

"Why, yes; better, more beautiful, etc."

"Very good. Now, do not tell me that you are lacking in perception after this. But first state it respecting the size."

"This house is of the same size as Mr. F's, or it is larger than Mr. F's, or it is smaller than Mr. F's. But may I ask why we go to this trouble of stating things?"

"Certainly, you may. It is a very proper question. It is what is called analyzing. One point is taken, and then another, and so on."

"Please state the relation between your house and Mr. F's esthetically?"

"This house is as pretty as Mr. F's, or it is prettier, or it is not so pretty."

"In that statement you exhaust the relations—I mean Mr. F's house cannot bear some other relation of prettiness?"

"Certainly not."

"Let us look at these two lines. AC is of the same size as CB , or AC is shorter than CB , or AC is longer than CB ."

"Why, certainly."

"I wish you now to watch what I say. You say that *one* of these three statements is true?"

"Yes, sir."

"Can two of them be true?"

(A pause) "No, sir."

"Why not?"

"They would contradict."

"How is that? Illustrate it with reference to your height and mine."

"Why, if I am of the same height as you, I cannot be taller."

"Well said. Look at these three statements again. Of what are you certain? You seem to be learning something about them."

"Why, that one of the statements is true, but that two cannot be."

"How about all three?"

"Why, all three cannot be true."

"You are quite a thinker. Do not tell me that you cannot think. If the first and second are not true, what then?"

"Why the third is."

"Suppose I prove that neither the second nor third are true, what then?"

"The first is."

"Is this common-sense? Do you ever apply it?"

"Not in that way, I think."

"I think you do. Suppose you come to a place where the road branches in three directions. You do not know which way your father went. You say he went either in No. 1, No. 2, or No. 3. You examine No. 1 and there is no evidence there. You examine No. 2 and there is no trace, and you are sure he went in path No. 3. You really analyze thus: He went up path No. 1, or he went up path No. 2, or he went up path No. 3. Now, I want to prove that AC=CB. I know that (1) AC equals CB or (2) AC is greater than CB, or (3) AC is less than CB. One of these things is true!"

"If I can find out that the last two are not true, then what?"

"Why, the first is true."

"Let me take statement (2) that AC is larger than BC. I cut off DC (supposing that to be the excess) that will make AD=BC. Then the triangle ABD—the triangle ABC, for they each have two sides and included angle equal (as you have learned). But can the triangle ABD=ABC?"

"No, sir; because it is plainly smaller."

"It is a part of it, and a part cannot be equal to the whole the geometers say. What absurdity do we come to if we suppose that AC is greater than CB?"

"That the small triangle is equal to the larger one."

"Suppose statement No. 3 to be correct—that AC is less than CB, or, what is the same thing, that BC is greater than AC."

"I cut off CE, the excess, and that makes BE=AC. Then the triangle ABE—the triangle ABC, for they each have two sides and an included angle equal. But can the triangle ABE=ABC?"

"No, sir; a part cannot equal the whole."

"Now we have proved that neither of statements (2) and (3) is true. What follows?"

"Why, that No. 1 is true."

"You think this is a roundabout way of proving it, don't you?"

"Certainly I do."

"Do you know what you have been doing?"

"I have been thinking as hard as I can."

"You know then what this roundabout method is for. It is to make you think. By simply thinking you have decided about those triangles; you are acquiring power of thought."

NOTEWORTHY EVENTS.

April 4.—The President appointed Judge Gresham, of Indiana, postmaster general.

April 5.—The Socialist Congress at Copenhagen was dismissed by order of the Danish Government.—A tract of land in Texas embracing 5,000 square miles was purchased by an English joint-stock company.—President Arthur left Washington on a visit to Florida.

April 6.—The trustees of the British Museum resolved to recommend to the British Government the purchase of the Ashburnham MSS.—Prof. Mommsen, the historian, was acquitted in the suit charging libel of Bismarck.—Remains of Peter Cooper lay in state in New York City.

April 7.—Arrangements were completed for the trial of the Phoenix Park assassins in London.—The East River bridge between New York and Brooklyn was announced to be sufficiently finished to allow foot passengers to cross.

April 8.—Ex-President Diaz, of Mexico, was tendered the freedom of the City of Boston.—Jay Gould announced definitely his intention to be absent from New York two years.

April 9.—New Orleans was in imminent danger of being inundated by the waters of the Mississippi River.

April 10.—The Grotius ten-centary celebration took place in Germany.—The dynamite excitement in Great Britain was at its highest pitch.

LONG, LONG AGO.

THE CUCKOO.

SHALL AND WILL.

The following examples are from Eatons Practical Grammar, published by R. D. Richardson, Winnipeg, Can.

Will in the first person expresses a wish and an intention, or a promise; as,

I will go; that is, I mean to go, or I promise to go.

Will is never to be used as a question with the first person; as,

Will I go? A man cannot ask if he will do anything.

Will in the second person declares or foretells; hence it is used with courteous authority as a command, because it foretells something that must happen; as,

You will go with him.

You will report yourself.

As a question, will in the second person ask the intention of the person addressed; as,

Will you go? that is, Do you mean to go?

Will in the third person also declares or foretells; as,

He will come; that is, He may be looked for.

As a question, will in the third person asks what is to be the future action of the person spoken of, with a necessary reference to intention; as,

Will he go? that is, Is he going? Does he mean to go?

Shall in the first person simply declares or foretells, without any reference to wish; as,

I shall go, that is, I am going.

As a question, shall in the first person makes a simple inquiry as to the future; or it asks direction;

Shall I find him? that is, May I expect to find him?

Shall I go? that is, Decide for me as to my going.

Shall in the second person and in the third declares in an authoritative manner, and therefore promises, commands, or threatens; as,

You shall be paid.

You shall not steal.

You shall be punished.

EXAMPLES OF CORRECT USAGE.

Merely announcing future action:

I shall leave on the morning train.

We shall call at the office on our way home.

You shall please write on every other line.

He will go with you to your uncle's.

They will reach here at a late hour.

I shall go to town to-morrow.

We shall be glad to see you.

You will be pleased to see him.

He will assist us to carry the box.

They will find the town pretty dull.

Announcing the speaker's intention to control:

Expressing a promise or a determination:

I will have my right.

We will come to you in the morning.

You shall go, sick or well.

He shall be my heir.

They shall wait whether they want to or not.

I will assist you.

We will do as you have requested.

You shall be punished for your negligence.

He shall receive his reward.

They shall forfeit all their privileges.

Consulting the will or judgment of another:

Shall I write your letter for you?

Shall I go with you?

When shall I receive it?

Shall he come with us?

Inquiry concerning the intention of another:

Shall you demand indemnity?

What shall you do about it?

Shall you go to town to-morrow?

How shall you address this letter?

At what hotel shall you register?

Inquiry concerning the wish or will of another:

Will you have an apple?

Will you go with me to my sister's?

Will you write your name in my album?

If I go, will you?

Will you have another cup of tea?

Inquiry concerning the future action of others:

Will he be of the party?

When will he be here?

Will they be willing to receive us?

Will your brother assist you?

How will they go from here to the fort?

FILL THE FOLLOWING BLANKS WITH SHALL OR WILL.

1. I—leave for home to-morrow. 2. I—have my own way. 3. You—be punished, guilty or not guilty. 4. They—reach here about six o'clock. 5. —I put out the fire? 6. —I write to your brother? 7. —he come with us? 8. How—I solve this problem? 9. —you have more coffee? 10. —you write your name in my album? 11. At what store—you buy it? 12. Where—you be to-morrow? 13. —we have a good time? 14. —we see you this evening? 15. When—you begin?

1. —you have a bunch? 2. If he goes,—you? 3. What—you do about it? 4. —your father punish you? 5. —you require prompt payment? 6. —I carry this to the office? 7. We—call at your place to-morrow. 8. Visitors—please write their names in this book. 9. We—do as he has requested. 10. They—find the country pretty quiet. 11. —he be allowed to go on? 12. Where—I leave you? 13. —you be unhappy, if I do not come? 14. —I be in time. 15. When—we get through this tedious controversy?

For the SCHOOL JOURNAL.

THE TIME METHOD IN HISTORY.

There is much waste of time, as in the study of the history of our country, arising from the want of a properly constructed text-book. The coming history should contain a clear, concise, and interesting treatment of the great causes which have influenced the progress of our development. We want to know the influences that have operated in every age. Take the subject of slavery for example; this in all our text-books is scattered throughout the entire work; we would group everything of importance belonging to this subject in one chapter which should include among others the following points: its introduction—growth—opinions of statesmen at time of the formation of constitution respecting it—the cotton gin—defence by pulpit—press—and politicians. Laws made in its interest, such as Missouri compromise, Kansas-Nebraska, Bill etc., Abolition Movement, Mexican War, The Great Rebellion, Its Abolishment and effects upon the Country.

In the same manner we would treat the Discoveries, The Colonization, Trouble with Foreign Nations, Domestic Disturbances, The Growth of Science, Literature and Art, making each subject complete by itself and in no instance making the account one of names and dates merely but of the great underlying forces which have produced important results.

Such a work we believe is necessity and sure to meet with a cordial reception from teachers. Who will give the book?

THINGS TO TELL THE SCHOLARS.

THE money in the Treasury at Washington has to be counted before it is transferred to the incoming Treasurer, and it will take about twenty-five clerks three weeks to do it.

A Frenchman has discovered on the African coast a spider which spins a long firm web closely resembling yellow silk in appearance and nearly equal to the product of the silk worm in quality. The new silk producer will probably be introduced into France—experimentally, at least.

THE proposed flooding of the lower portion of the Sahara or Great Desert, which has been a topic with leading engineers for several years past, is about to be put into execution by the French Government. M. De Lesseps is at present in Algiers as superintendent of the enterprise.

FLOWERS.—It is estimated that at least \$150,000 worth of flowers were sold by florists of New York city for Easter decorations, of which \$60,000 were for the churches there, while the churches of Boston, Chicago, Brooklyn, Philadelphia, Baltimore, and San Francisco expended \$150,000 for their display.

WHEN Turkey is driven out of Europe, there is likely to be a revival of the Caliphate. Who says this? Nearly every able man that you meet among the Arabs and Turks and Egyptians. At Jerusalem I heard of nothing so much in the political world as the probable revival of the Caliphate. You know there are only about 2,100,000 of the Turks; Mohammedans in Europe; but there are 175,004,000 of Mohammedans in the world, and of these only 20,000,000 are Turks. Now what if these 2,100,000 Mussulmen in Europe should be unseated from the saddle of Constantinople? What if the prestige of their present position should be lost? Do you believe that the vast majority of Mohammedans who are Arabs would consent to be dominated by 20,000,000 Turks, who would have no Constantinople to give them *eclat*? The truth is, that the downfall of Constantinople as a Turkish capital would very probably be followed by an effort to re-establish the Caliphate, and to place it either at Cairo or Mecca; at least, under Arab control, somewhere in the more southern land of Islam.—JOSEPH COOK.

MEXICO.—A characteristic of Mexico is the crowning of the people into cities by reason of the insecurity of country life. In the whole Republic a "farmhouse," as the term is understood in New

York, does not exist. Most of the haciendas are really forts, in which the cultivators of the fields have provided shelter for their laborers and horses and cattle against depredations. So great has been the insecurity, even in the outskirts of the cities, that advantageous building sites like those adjoining the beautiful Paseo de la Reforma, in the capital, are only now beginning to be improved. Along this drive, leading from the statue of Charles IV. to Chapultepec—one of the most beautiful promenades in the world—one which every afternoon the wealth and fashion of a rich and gay city displays itself during the hour before sunset, there is not a residence even of the second class, and few wayfarers can be encountered after dark. The same is even more emphatically the case with the environs of smaller places than the capital. For example, at Queretaro, which is a place of forty thousand inhabitants, the spot where the Emperor Maximilian was shot is one that every stranger wishes to visit. The Mexican government has not permitted the erection of a monument. Until within a very few years it has not been safe for any traveller, who seemed worth plundering, to go there alone, even at high noon.

TEMPORARY STARS.—About twenty-four temporary stars have appeared during the last 2000 years; it is now certain that they existed as very small stars, and that, though invisible, they still exist ready to blaze forth again when the proper conditions arise to induce a conflagration. In 1572, Tycho Brahe discovered a new star near Coph in Cassiopea; it grew in brilliancy and soon surpassed Sirius, then it outshone Venus and finally was seen at noon day. Its color was first white, then yellow, then at the last it was red. Its brightness lasted for a month; in sixteen months it disappeared. Some supposed it was a new creation, but in 1612, forty years afterward, the telescope was invented and it was turned to the place where Brahe had seen the star and a very small one was then found: it is there still. The discovery led to examination of astronomical records, and it was found that a bright star had been seen there in 945 and 1264; this gives periods of 319 and 308 years. Hence it is looked for somewhat at this time, being supposed to be a variable star. By counting back two periods the time of Christ is reached and some have supposed that it was the appearance of this star that heralded his birth, hence it is called the star of Bethlehem. The constellation of Cassiopeia is always above the horizon; it is in the form of a chair and the star in question is close to the front point of the seat. It seems to be supposed that the star will appear in 1883, so that it will be well to look after it in this constellation.

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

DISPATCH in the soul of business.—EARL OF CHESTERFIELD.

THOSE are the most useful who are the most honorable.

It is a good rule to be deaf when a slanderer begins to talk.

THAT is no criticism which only points out defects.—DR. DEEMS.

WHAT sculpture is to a block of marble, education is to a human soul.—ADDISON.

HE who lives to benefit himself confers on the world a benefit when he dies.

A MAN'S conversation is a sure index to his mental capacity.—HERBERT SPENCER.

THE man who builds and wants therewith to pay, Provides a home from which to run away.—YOUNG.

PEOPLE who do not care do not say so. The soldier who is not afraid never boasts that he fears no ball.

To educate a child perfectly requires profounder thought, greater wisdom, than to govern a State.—CHANNING.

THE best part of our knowledge is that which teaches us where our knowledge leaves off and where it begins.—HOLMES.

EDUCATIONAL NOTES

NEW YORK CITY.

FIRE DRILLS IN NEW YORK SCHOOLS.—City Superintendent Jasper has this week expressed his estimate of the fire drills to a newspaper reporter. He says: "On the 21st of February last I was ordered by a resolution passed in the Board of Education to report whether or not exercise in the fire drill was had in the public schools. In my report on the subject I said, 'I would respectfully report that the pupils of the public schools are trained by means of drills, so that they are able to leave the building without confusion or panic in case of fire or any sudden emergency. I would also state that the frequency of these drills or rapid dismissals is to a certain extent determined by the construction of the building, number of pupils, number of departments in each building and the surroundings. In 133 of the 230 departments or schools under the direct supervision of the Board, these drills or rapid dismissals take place at least once each week. In the remaining 87 schools, with very few exceptions, such drills take place once a fortnight, or at least once a month. The practical results are the same as from the mock battles which are frequently gotten up by our militia. The pupils are rendered cool and the danger of panics is to a great extent avoided. They answer in a body as one person, and are formed into line at the tap of a bell. A second ring brings them to the 'right about,' and at a third they march steadily out of the school building. I think the fire drill exercise makes the new pupils more obedient and gets them accustomed to school discipline. It has also a beneficial effect on the entire body, inasmuch as by it a school can be dismissed with order and decorum, and it is a great help when real danger comes to be able to control a large body of children and have them respond to commands simultaneously and quietly."

DR. HARRIS, in his lecture before the Teachers' Association of this city, on Thursday evening, 19th inst.—at Chickering Hall, proposes to consider matters of the greatest importance in relation to the kind of education demanded by our times—the era of productive industry: the fact that invention changes the laborer from a drudge into a director of machinery, requiring versatility and educated intelligence rather than mere mechanical skill,—that mere manual skill is at a discount because of the continual shifting of vocations caused by new inventions; that migrations and universal education furnish the only solution of the problem of readjustment of vocations.

The conquest of the world by machinery creates more and more places of great responsibility, requiring large directive power. If children are not educated to read and write, and to know enough of science and literature to enable them to use books and continue their education themselves, they will not be fitted for the new civilization which is founded on the newspaper, the steam engine and the telegraph.

He will also consider the relations of property to education—that property exists only through the recognition of society,—that the rights of property can be conserved only through an educated class. The free possession of property without feudal liens and tenures, comes to existence only when a government of all the people, for all the people, and by all the people prevails, and when it is rendered possible through universal education. Who would own real estate in Turkey, or Russia? Property in a refined and cultivated community is raised to a high potency of value; in a barbarous community it is not worth the risks incident to its possession. Property in the highest sense, cannot exist except it be taxed for universal education; for universal education does not exist unless it is provided for by the State, and unless the State supports it wholly or in part by taxation.

DEATH OF MRS. BURCHARD.—Mrs. Burchard, wife of Rev. S. D. Burchard, president of Rutgers College, died Saturday, May 7. She was buried on April 10. Dr. Burchard has the sympathy of a very large circle in his affliction.

ELSEWHERE.

IOWA.—The following is a paragraph from a letter of complaint about a teacher: "The Schollars have bin in 4th rader 2 or 3 terms before now She puts them in 3 reader; of Corse which is a dissatisfaction to them and they doo not learn any She wount let any of the School right on Copey books, and will not hav any spelling lessons, but there is other things that she does too. If you want this kind of scholl let us know; please hav her to teach right or we will hav to turn her a way."

Two native Indian graduates of the University of

Calcutta were recently selected from some forty-five candidates for scholarships entitling the owners to two and a half years' training at the Royal Agricultural College. They have just arrived in this country after receiving 1,000 rupees from the Bengal Government to cover expenses of outfit and passage, and they will also be allowed \$1,000 a year while remaining.

ROCKLAND Co.—Com. Suffern holds an Institute at Nyack, April 16-20. The evenings of the week will be devoted to the discussion of educational topics, and lectures by Profs. Lantry and French and Asst. Supt. Calkins. Hon. W. B. Ruggles, State Supt. of Public Instruction, is expected to lecture one evening during the Institute. He says to trustees and Boards of Education: "It is your Commissioner's desire that you will direct the closing of your schools, and insist on the attendance of your teachers during the entire session."

IND.—County Supt. E. G. Machan writes, I can see a marked difference in the teaching where teachers read the SCHOOL JOURNAL or TEACHERS' INSTITUTE. I feel I am not capable of saying too much in praise of your publications. I wish they were in the hands of every teacher in the country. If they could penetrate every household in the land there would certainly be a greater enthusiasm and interest manifested on the part of the parents and pupils, which is one of the great necessities of the age, etc., etc.,

WISCONSIN.—In 1879 Wisconsin adopted the compulsory education scheme. The attendance of the children between 7 and 15 years of age upon the public and private schools of the State, was required for at least twelve weeks in each year. During the first year of the operation of this compulsory law the attendance of the children between the ages of 4 and 20 years upon both public and private schools was increased fully 10,000. While this law was not the sole cause of this increase, it was confessedly the principal one. In 1880 the number of children between the ages of 7 and 15 years registered in the schools was 183,912, and in 1882 the number was 223,575—a gain of 39,663. In the former year the percentage of attendance of these children was slightly over 81, and in the latter year it was 87. The addition to the school population in these two years was only 12,004—16 per cent.

ILLINOIS.—Co. Superintendents Burgess, of Piatt, Shawhan, of Champaign, and Trainer, of Macon, met at Decatur to discuss the problem of grading the country and village schools. These men are determined to have uniform work. They are young and active men, full of push and pluck. State Supt. Raab is visiting teachers' meetings, delivering lectures, etc. Will he do something for the country schools during his term of office?—Piatt county reports over two hundred in her central examinations. The Southern Illinois Teachers' Association will probably convene at Carbondale in August. The normal session for the Northern State Normal will open August 6 and be open three weeks. Teachers' tuition is free for the term. Persons who have taught three terms are eligible.

E. E. WHITE.—The faculty and trustees of Purdue College, Indiana, have had a severe contest with the Greek fraternities; a rule was adopted which virtually suppressed them; the courts were appealed to, and the authorities of the college were fully sustained. But Mr. Johnson in the Indiana Legislature proposed as a proviso the bill making the usual annual appropriation for Purdue University, \$20,000, that "before any part of the appropriation here made be paid, the rule adopted by Purdue University affecting secret societies and Greek fraternities, shall be rescinded." Dr. White at once placed his resignation in the hands of the trustees, and in a letter to the Legislature he says: "For the first time in the history of American colleges it is proposed by legislative enactment to give the students of a college immunity to organize societies of any kind within the institution, and to give the societies thus organized the protection of law, whatever their character or influence, and however subversive they may be of the government or the purposes of the institution, provided only they bear a Greek-letter title or are secret." (This is a scandalous proceeding for a Legislature.—Ed.)

SAND AND CLAY IN SCHOOLS.—In the Marshalltown, Iowa, schools the use of clay and sand is finding its way. Supt. Speer says: "It is the opinion of Horace Mann, Rousseau, Locke, Froebel, Pestalozzi, Spencer and many other eminent men of the past and present, that instead of forcing upon the children what we grown people like and are interested in, we should observe them and, after ascertaining [what interests and pleasures they have], should adapt and use it as a means of instructing and educating them. Froebel observed that all natural children delight

to play in the sand and mud, and observing this he adapted used it in giving instruction to the little boys and girls intrusted to his care. No innovation introduced into the schools of this county has given the children greater pleasure or has furnished a means better adapted to cultivate the sense of touch and sight, and through them observation, than the practice of molding forms from clay. It has been introduced into many schools throughout the country, not for the purpose of teaching the art of molding, but because of its utility in developing the faculties, teaching form, cultivating the imagination and in giving pleasure to the children. In one city alone there are over fifty schools in which children mold forms from clay. Clay modeling was introduced into the schools of Marshalltown last fall; it will be introduced into the schools of State Center in the spring. The English philosopher, Bacon, speaking of the importance of cultivating the senses, says: "The education of the senses neglected, all after education partakes of a drowsiness, a haziness, an insufficiency which it is impossible to cure."

FOREIGN.

ENGLAND.—Miss Emily Davies, the secretary of Girton College, Cambridge, which is accomplishing so much for the higher education of women, makes an earnest appeal for more help to increase the accommodation. It is proposed to provide for eighty students at a cost of \$75,000. A philanthropic movement has been set on foot, with the aid of active lady secretaries, for the purpose of providing a dinner three times a week for public school children who are manifestly in want. The plan of operation includes visits to the homes of the children, so that care may be taken to confine the assistance to the families of poor widows or of fathers out of work. A new public school was opened recently in Birmingham by Mr. Mundella, the vice-president of the Council on Education. It is built upon the class room system, accommodation for 870 children being afforded in the class-rooms, independent of the central hall. The cost of the building, including fittings, is about \$53,500. In his address Mr. Mundella described a magnificent public elementary school which he visited at Lucerne, erected at a cost of \$125,000. The school offered accommodation for 800 boys, and the heaviest ratepayers of Lucerne told him they were all proud of it, and that the education rate cost them about half their entire taxation.

BELGIUM.—An international educational congress was held at Brussels in August, 1880. It was called by the Belgian Educational League, a society laboring for the establishment of gratuitous and unsectarian schools. It was divided into six sections, each having a special field of work. The subjects considered by them respectively were (1) Kindergarten, infant schools and primary instruction; (2) secondary instruction; (3) superior instruction; (4) instruction in special subjects, professional, technical, agricultural and commercial; (5) popular instruction, lecture courses, conventions, libraries, museums, and societies for the promotion of knowledge; and (6) school hygiene. Some sentences from the closing address, which is inserted in the report, will give the prevailing idea: "The Froebel school tends to become the basis of all education." "All agreed at least on one point, the necessity of the moral influence of the school and of the teacher upon the pupil." "It was by common consent recognized that secondary schools for girls are absolutely indispensable." "The organization of industrial schools should depend on the nature of the prevailing industry in the province or district to which the institution belongs." "The tendency at present is to connect elementary schools with workshops, to organize a real apprenticeship and to establish industrial schools through the help of trade organizations."

MEXICAN TIN.—The first ton of Mexican tin ever sent to this country was recently received. It came from Durango. The ores are said to average 73 per cent. of smelted tin. Mr. Henry Freeman, an Australian tin mining engineer, has been for a year or more exploring the region between Chihuahua and southwestern Durango in search of evidences of the tin lodes and placers spoken of by the old Spanish settlers, and has secured for St. Louis merchants and capitalists a considerable tract in the southwest quarter of Durango believed to contain tin ore in large quantities. The famous iron mountain of Durango is in the northern part of the district.

MEN are sometimes accused of pride merely because their accusers would be proud themselves if they were in their places.—SHENSTONE.

LETTERS.

One year ago there came a new principal in the person of a young man, a graduate of one of our normal schools and a genuine teacher. His first and second terms were a grand success, there being only a few grumblers as to his methods. But the third term he gave his pupils practical work, making them perform actual work, as measuring the school grounds and finding how many acres it contained, computing cost of plastering school room, cost of shingling the school-house, etc., and this was so derided by outsiders, that the pupils naturally fell in with their parents' ideas, that the teacher did not know how to teach school, and the result was that they lost all interest in the school, and, at the present time, there is considerable friction between the teacher and pupils. How would you advise this teacher to regain his lost popularity. Shall he return to the parrot or machine work; or proceed as he is doing, let the consequences be what they will.

T. G. P.

Chenango Co., N. Y.

("Be ye wise as serpents and harmless as doves.") The teacher who would introduce "new ideas" into some of the towns in the Empire State, will need to bear the above text in mind. Let that teacher use all the good common-sense his Creator has endowed him with. A celebrated teacher in England was asked how he had attained the great influence he exercised in his town. He replied, "I govern the boys, and the boys govern their parents." That teacher must take those pupils into his confidence. Let him not worry. Let him do his best; win the pupils; be pleasant in his intercourse with the parents, and all will go well. Let him trust in God but—keep his powder dry.—Ed.)

I have been a teacher for three years, and during that time have taken several educational papers; but they were far from being the equal of the SCHOOL JOURNAL. I have become so much attached to it, that nothing could induce me to discontinue it.

"A merchant sold a quantity of goods at a gain of 20%. If, however, he had purchased the goods for \$60 less than he did, his gain would have been 25%. What did the goods cost?" S. E. W.

(This asks for two principals that will yield the same interest, the larger at 20 the smaller at 25 per cent.—the smaller to be \$60 less than the larger. As the principal is diminished the rate must be increased; if the principal is halved the rate must be doubled; if the rate is increased we knew the principal has been diminished. In this case the new rate is $\frac{1}{2}$ of the original rate; hence the new principal is $\frac{2}{3}$ of the original principal—that is, it has been lessened $\frac{1}{3}$, hence \$60, is $\frac{1}{3}$ and the principal is \$300.—Ed.)

The Binder was received in due time; my husband was both surprised and delighted with it. He says nothing could have pleased him better, for now he can look over the journals with ease and pleasure; he thinks there is no paper for school purposes equal to the SCHOOL JOURNAL. He has a large school and a very interesting one I think. They have a question box which is opened on Friday of each week. It is quite interesting to hear the questions asked and answered. "How fast does sound travel in water?" "How much later does the moon rise every evening?" "How wide is the Equator?" "Whose face is on the three cent stamp?" are some that were given.

Long Lake, Wash. Ter.

MRS. NINA E. REYNOLDS.

The Stars and Stripes were unfurled for the first time at the battle of Saratoga, on the occasion of the surrender of Burgoyne, Oct. 17, 1777. "Before Boston, 1775," must be incorrect, for the Stars and Stripes were not adopted as our flag until June 14, 1777. Soon after the Declaration of Independence Congress appointed a committee to confer with Washington and "design a suitable flag for the nation." Owing to the disastrous events after that, the design was not completed until June, 1777. Previous to this our national banner was a Union flag, combining the crosses of St. George and St.

Andrew. The "Footprints of the Ages" has an account of the flag. M. C. D.

I am very much interested in the articles on "Quincy Methods." Will you give us more? I would like to know if there is any books to be procured giving more information as to the methods, or how I as a teacher can get the light I wish. I would like to adopt some of the new methods in this school.

HELEN M. PORTER.

(On May 1, we shall issue Col. Parker's "Talks on Teaching." This you and every live teacher will want—it will have a great sale. This paper will be a fountain for the New Ideas on Education. But you must lay fast hold on certain great fixed principles; methods only illustrate principles.—Ed.)

Feb. 24 a correspondent gave as a problem the simplification of $75 + 8 \times (25 + 38) \times (89 - 72) \times 7 - 100$. This was handed to a teacher who sat by when the letter was opened and he said, "it amounts to 1101," and this was duly published. But it did not suit our subscribers, so it was handed to Prof. John Dunlap. He adds 25 and 38, multiplies this by 8, that product by 17 (got by subtracting 72 from 89), that product by 7; then adds 75 and subtracts 100, and gets 59,971. This appeared in March 24th S. J., but the parentheses were left off by the printer, and hence his explanation seemed inaccurate. This will explain the matter and show he was right.

Iron sharpens iron. A banker who would not read the papers relating to his business would be laughed at; a teacher who does not keep acquainted with the progress of his art and the views of educational thinkers shows it as quickly as one does who neglects to buy fashionable apparel; those about him see it if he does not. Believing in the above doctrine I have, for some years, subscribed for a number of copies of the SCHOOL JOURNAL and distributed them among the teachers whom I employ in my school. The views of some of them are enclosed.

New York.

ELIE CHARLIER.

We think the SCHOOL JOURNAL is calculated to be useful to teachers in giving them information in relation to advanced ideas and methods of teaching. It contains valuable thoughts and suggestions.

C. A. WATTERS.

H. A. YALE.

A. DARBEY.

Is it just in making the per cent. of pupils in arithmetic, in problems that require analysis to give no credit, if they have made a mistake in performing the work? Would you mark perfect or zero?

M. M. D.

(That depends. If the pupil seemed to understand the lesson, I would not lower a mark for a small mistake. Some have a mark for Mechanical Accuracy (M. A.)—for neatness, accurate addition, etc.—Ed.)

I heartily wish such a state of affairs as F. W. Parker advocated in his address existed, and then we need not "cram" for a mechanical examination and have our dreams haunted and our work hindered.

L. S.

(All of this will come in good time; but are you helping the good time on?—Ed.)

The SCHOOL JOURNAL contains advice and instruction about teaching and discipline most valuable for the teachers, especially for the teachers of the public schools. I always read it with great interest.

N. S. SCHOLL.

Suppose a square vessel were made each side being six inches long and one inch deep. This will be twenty-four inches around. Also a circle of twenty-four inches circumference and one inch deep. Will one contain one drop of water more than the other, or which will contain the more?

N. JOHNSON.

I have taken your valuable paper for one year, and attribute all my success during the past term to its presence. I have drawn largely from the column entitled "Reception Day" for the exercises on Friday afternoon, and always found them bright and entertaining.

O. F. W.

EDUCATIONAL MISCELLANY.

PETER COOPER.

In our Noteworthy Events last week was briefly chronicled the death of Peter Cooper. He died on April 4th, and was buried on the 7th. Rarely if ever has the passing away of a citizen of New York caused such universal regret or evoked such unqualified praise of his life's work. He has been for a great many years a prominent public man, and his familiar name came to be one of the easiest to pronounce, holding as it did a place in almost everybody's ready vocabulary.

Mr. Cooper was born in what is now Water street, in the old portion of New York city, on February 12, 1791. And that is over ninety-two years back—a stretch of time that will take us back to the days of Washington and the early babyhood of our republic. What a wonderful period of time and history for one man's life to be co-extensive with! But what of a life that long being spent mostly in practically benefitting one's fellow-beings? Such was Peter Cooper's,—a lifetime reaching on into the nineties, and still continuing to the last to be productive of good to mankind.

His maternal grandfather was deputy quarter-master general during the war of the Revolution and expended a considerable fortune in the service of his country, and his own father was a Lieutenant in the army of the Revolution. Peter was a very poor boy as far as money was concerned, and his parents could not help him any, so he began life with a live appreciation of the necessity of one's helping himself. Hard work in no less than ten different kinds of business served to put his young energies to a good test. In his seventeenth year he apprenticed himself to John Woodward to learn the trade of coachmaker. He was bound for five years, and received for his work \$25 a year and his board. His fellow apprentices soon found that young Peter was not to be one of them. He refused to join them in their orgies at the tavern, and spent the time when they were carousing in study and extra work. He was jeered at by the apprentices, but he gained the respect and approbation of his master. Upon reaching his twenty-first year his apprenticeship expired, and he was a perfect workman at his trade. Mr. Woodward proposed to fit him up a shop on the Bowery and allow him to pay for it when he was able. The offer, however, to the amazement of the kind-hearted old coachmaker, was thankfully but promptly declined. Peter had no capital, and he made up his mind that he would not begin life by burdening himself with debt.

A few years later, with his savings, he bought a glue factory with all its buildings and stock, and a leasehold right for twenty-one years of the ground on which it stood, in the old Middle road, now Fourth avenue, between Thirty-first and Thirty-fourth streets. This purchase was the foundation of the great fortune which Mr. Cooper subsequently acquired. He made a better quality of glue than could be imported, and he soon had the entire trade of the city and surrounding towns. Always shrewd, but nevertheless liberal in his expenditures, he obtained almost unlimited credit, and soon became recognized as one of the most extensive business men in the country.

Mr. Cooper possessed a very practical mind, and had he been blessed with the practical education that he has so amply provided for the young men of this city there is no telling what inventions and devices would have been made by him. To use his own words he said: "I very early took to making and contriving for myself or friends. I remember one of the earliest things I undertook, of my own accord, was to make a pair of shoes. For this purpose I first obtained an old pair and took them all apart to see the structure; and then procuring leather, thread, needles and some suitable tools, without further instruction, I made the last and a pair of shoes, which compared very well with the country shoes then in vogue."

It was while serving as an alderman that Mr. Cooper originated the idea of the Cooper Union for the Advancement of Science and Art, the great monument to his philanthropy by which his name will be handed down to the future. It was many years before this dream of his life was realized, but the building for the Cooper Union was begun in 1855 at the junction of 3rd and 4th Avenues and 8th street, and in 1857 the edifice was transferred by Mr. Cooper to the trustees. The plan of the institute is that of the Polytechnic School of Paris, and is intended to open to the poor of the city a way for acquiring a scientific education. Day and evening schools have been maintained for eight months during each year, and more than 5,000 pupils have already been taught the rudiments of science and art. In addition to this the professors employed by the institute have delivered in the lecture-rooms free discourses on natural philosophy, chemistry, English literature, rhetoric and elocution, and in the large hall, which seats 1,996 persons and has standing room for 500 more, free lectures have been delivered every Saturday evening during the winter months. There are now more than 2,000 students in the evening schools of science and art, most of whom are young men and women whose ambition it is to become producers. Excepting in the classics, as thorough an education can be obtained at the institute free as can be gained in any college in the land, the full course of study being five years. Among the principal features of the institute is a School of Art for Women, which has a permanent endowment and which opens congenial careers for refined women. The School of Telegraphy for women has also furnished an attractive opening for female labor. Another useful feature is a Museum of Mechanics and Natural Science, which has proved of incalculable benefit to the students in this great charity. Very lately the Inventor's Institute has been established in the Union Build-

ing, which is a permanent exhibition of useful inventions, open to the public free; and within ten days Mr. Cooper established a type-writing school in the institute. Some idea of the great amount of good done by this noble institution can be gained from the work done during the year ending May last. During that time 3,384 pupils passed through the different classes.

He never sought office of any kind, and when it was thrust upon him, he accepted it as a duty and performed that duty to the best interests of his constituents. He was for many years a member of the Board of Education, and has been elected president of a number of charitable and benevolent organizations, spending both his time and his money for their support. He never received but \$60 for all public services rendered during his whole life, and that was for acting as Judge, by appointment, while serving on the Board of Aldermen. He was chairman of the Committee of Seventy that was organized for and did such effective service in breaking up the Tweed Ring in New York. His recent publication of his ideas of national political problems is noticed elsewhere in this number of the JOURNAL. He was nominated as an independent candidate for the presidency in 1876 and his followers throughout the country were filled with enthusiasm for their leader. Mr. Cooper's religious duties were never neglected, and Robert Collyer, in referring to him the Sunday following his death, said:

"The death of a man like Peter Cooper does not seem to be death so much as the consummation and crowning of a life in which all is so complete and fair that the wonder is how it could be better in a world made after the fashion of this of ours. He had won such reverence as is seldom won by any man in his own lifetime and in a city which is not over-prone to reverence anybody, but to abide by the first article in the citizen's creed—that one man is as good as another. No such sight has been seen in our streets since Lincoln died as that we saw yesterday afternoon, and you would see as you watched the long lines of men and women why his name was spoken by the poorest and most forlorn with a tenderness which is seldom won by the priests of God. I held his Bible on my knee for a few minutes the other day. It was no volume to lose your glasses in or your letters. It opens as easily as an old bank book, and would be quite a sight for those who do not like dog-eared Bibles. I picked the passages for my lesson against which he had set his mark or his double mark. You may guess from these how he solved the problem of those who are forever talking about the Bible, but never read it touching its deep and sacred inspiration."

Lives like Peter Cooper's are worth a great deal to mankind, for aside from their immediate results, they possess a never-ceasing influence and seem to cast their helping shades through the years to come.

GIVE us high schools, with practical courses of study, as a link of silver between the common schools, or the link of iron, and the Universities, or the link of gold, and we can hold our population together through all its orders, from its less well educated to the best educated classes. One of the hugest needs of this country and of many another country is a middle link of education between the best cultured and those who have only elementary instruction. The masses of our people very soon will cease to believe in highly intellectual and thoroughly trained men as leaders, unless there be high schools to lift pupils from the very bottom of the social scale, and educate the brightest minds into contact with the best educated circles. Our Government rests on the people at large; but in a close analysis it depends on the silver link more than on the golden or the iron. A man who is too highly educated in this country loses a certain amount of political influence. A man, of course, who is very ignorant, must lose influence; but if we have no high schools, if we have not advanced grammar schools, to carry the best intellects of the people up into the region where they see, at least, the highest thought, although they may not be able to produce it, we are likely to be lead from the bottom, and not from the top of society. Without vigorous intermediate, as well as primary and collegiate education, any nation under universal suffrage is likely to fall into bondage to the uneducated. Unless we have normal schools and high schools as a middle link, we cannot be led even by the middle portion of our population, but shall be lead by the lowest. In the name of political necessity and of the interest of all classes of the people, I defend the high schools and the normal schools. I defend that continuity of educational institutions which begins by the lowest round of the educational ladder, a round that ought to stand in the gutter and lift the worthy pupil, of whatever social rank, to the upper round, on a level as high as education has reached anywhere on earth. Let us make the American educational ladder continuous, with no gaps, so that the poorest man, if he have the ability, may go up to the very top.—JOSEPH COOK.

FOR THE SCHOLARS.

OLIVER WENDELL HOLMES.

Holmes is exceedingly witty, and some think he writes only witty pieces, but he is full of the most serious thoughts. Here are some selections from his writings:

"The best of a book is not the thought which it contains, but the thought it suggests; just as the charm of music dwells not in tones, but in the echoes of our hearts."

What is fame?

A fitful tongue of leaping flame;
A giddy whirlwind's sickle gust
That lifts a pinch of mortal dust.

The pledge of Friendship! it is still divine,
Though watery floods have quenched its burning wine,
Whatever the sacred drops may hold,
The gourd, the shell, the cup of beaten gold,
Around its brim the hand of nature throws
A garland sweeter than the banquet's rose.

Our whitest pearl we never find;
Our ripest fruit we never reach;
The flowering moments of the mind
Drop half their petals in our speech.

"A man behind the times is apt to speak ill of them on the principle that nothing looks well from behind."
Scholar's Companion.

STORIES ABOUT GIRLS.

Jenny Bogart was visiting her grandfather in Mayfield, and while walking in the village, stopped before the pictures at the door of the photographer. She saw at the entrance the pictures of boys and girls, men and women, and even babies. She had never had her "picture taken." Her grandfather took her by the hand after dinner, and they were soon in the photographer's rooms. She was placed in a chair and her head fixed in a curious iron fork. She was told to look into a box behind which the photographer stood. In a few minutes he said "that will do," and left the room. When he came back he brought the picture. "Why, it's got the book in it!" she said in surprise. And she wonders to this day how it was done. No one seemed to do anything;

she looked in a box and her picture was left behind. Many and many a little girl has been puzzled by this, and many a grown-up man and woman, too.—*Scholar's Companion.*

A RACE FOR FIVE.

Near the head-waters of the river Missouri, a tribe of the Blackfeet Indians had made their home. Between them and the trappers in search of game and furs there had been many skirmishes, in one of which an Indian had been killed. A feeling of deadly hatred sprung up, and every opportunity for revenge was sought.

One morning two of a party of trappers, named Potts and Coulter, left their companions and paddled up the river to a creek, a distance of about six miles. They saw no enemies and set their traps; early the next day, while examining them they heard a noise as of animals trampling on the river sides. The banks were so steep that they could not see from their canoe what it was. Coulter suggested it might be Indians, and wished to turn back at once; Potts called him a coward, and said the noise was caused by a herd of buffaloes. Scarcely had five minutes more passed when both banks of the creek were lined with Indians to the number of five or six hundred. One of the party, who appeared to be their leader, beckoned the two men to come on shore. Seeing it was impossible to retreat, Coulter and Potts paddled toward the land.

No sooner had the canoe touched the shore than the rifle held by Potts was seized by an Indian. Coulter jumped out, and retook the rifle, handing it to his companion, who remained in the canoe, and who again pushed off into the river. He was immediately struck by an arrow, and called out to Coulter that he was wounded. The latter shouted to him to come on shore, telling him it was impossible to escape, and therefore foolish to attempt it. Instead of doing so he pointed his weapon at an Indian, and shot him dead. Immediately a hundred arrows pierced him through and through, and he fell into the canoe a lifeless corpse.

At first you might think he had acted foolishly; but it was the very death he courted, because he knew that if taken alive he would be put to the torture, according to the cruel custom of this tribe.

The Indians then turned their attention to Coulter, who prepared himself for the worst treatment the savages could inflict. They stripped him entirely naked, and then had a consultation as to the way in which he should be put to death. Having lived for some time among the Crow Indians, he had gained a fair knowledge of the language and customs of the Blackfeet, so that he understood pretty well what they said. Some of them proposed that he should be made a target and shot at from a certain distance; but that did not meet with general approval. The chief came up to him and asked him if he could run. Coulter knew at once what that meant, and for that punishment he was reserved. It meant that he was to run for his life, pursued by a yelling mob of five or six hundred savages, armed with clubs and sticks.

He answered that he could not run very well, which delighted his captors immensely. The chief then commanded his people to remain where they were, while he led poor Coulter toward the prairie for some three or four hundred yards. He then released his captive, and bid him save himself if he could. A fearful war-whoop at that instant sounded in Coulter's ears, telling him that his terrible foes had been let loose for the chase. With a speed that surprised himself, he darted off towards the part of the river from which he and his friend had set out a few hours before, but which was now separated from him by a plain six miles broad, and abounding with the prickly pear, which wounded his feet every few steps.

Three miles were gone—that is, half the plain crossed,—before he dared to look behind him. He then saw that most of the enemies were a long way behind, but that one Indian, armed with a long spear, was within a hundred yards of him. For the first time Coulter felt that there was a chance of escape after all, and this hope spurred him to greater exertions. This was nearly fatal to him. He strained himself to such a degree that the blood gushed from his nostrils, and flowed down the front of his body. Another mile and he would reach the river. Again he looked around, and this time the Indian was within twenty yards, with his spear already couched to strike him. In order to avoid the blow, Coulter turned round and suddenly stopped, spreading his arms out. This surprise, and perhaps his bloody appearance, caused the Indian to stumble just as he was about to strike, and in doing so his spear snapped in twain. It was but the work of a moment for Coulter to seize the pointed end and pin the savage to the earth with it.

With renewed speed he made for the river. In less than two minutes a loud yell told him that some of the tribe had reached their fallen companion. Every second was precious, and this little delay gave him time to reach the water. A little further down the stream, was an island, against which a number of fallen trees and logs had drifted. Plunging into the river, he made for the island, and hid himself beneath the logs. He had not long been in this position before a hundred of the Indians were in the water and on the banks, searching diligently for him. At one time they were over the very place of his concealment, and he could have touched their feet. In this situation he remained for several hours, holding on to the submerged branches and keeping his head just above the water.

In the middle of the night, finding all was quiet and the savages apparently gone, he dived into the stream and swam a considerable distance down the river, and there landed. Knowing the country well, he made his way to a fort, where his wounds were healed and his wants attended to.—*Scholar's Companion.*

One of the hardest woods in existence is that of the desert ironwood tree, which grows in the dry washes along the line of the Southern Pacific Railroad. Its specific gravity is nearly the same as that of lignumvitæ, and it has a black heart so hard, that when well seasoned, it will turn the edge of an axe, and can scarcely be cut by a well tempered saw. In burning, it gives out an intense heat, and charcoal made from it is hardly second to anthracite.

HORSFORD'S ACID PHOSPHATE,
BEWARE OF IMITATIONS.

Imitations and counterfeits have again appeared. Be sure that the word "HORSFORD'S" is on the wrapper. None are genuine without it.

PURE GENEROSITY.

Before the introduction of Mohammedanism among the Arabs, they consecrated two days of each week to two of the greatest of their divinities, one who rewarded and one who punished. The first of these was a day of happiness, on which the prince would consider any favor asked of him; the second was a day of sadness and any who asked favors on that day were put to death.

During the reign of a sovereign called Naam, an Arab who had met with great misfortune—being reduced from a state of opulence to one of extreme poverty—resolved to state his case to his sovereign, and ask for help. Taking an affectionate farewell of his wife and children, he set out for the imperial court. He was so absorbed with his troubles, that he had forgot all about the good and the evil days, and unfortunately he appeared before his sovereign on the latter. No sooner had he made his request known than Naam exclaimed, "Wretch, what hast thou done? why present thyself before me on this fatal day? The life is forfeited according to the law, and it is not in my power to save thee."

The Arab, whose name was Tai, threw himself at the king's feet, and begged to have his punishment delayed for a few hours. "Permit me," said he, "to visit my home for the last time, to make some provision for my wife and children. I swear by all that is sacred, that I will return before sunset; and then I shall die without murmuring."

The king, touched with pity, agreed to grant his request if he could find sufficient security for his return, in a man willing to suffer in his stead should he fail. Tai looked round, and appealed to many of the attendants, but none responded to his appeal. Seeing compassion in the countenance of Cherik, the monarch's favorite officer, he turned to him, and said, "And thou, Cherik, whose soul is so noble and great, wilt thou be insensible to my piteous tale? Canst thou refuse to be security for me? I call to witness the gods and men, that I shall return before the setting of the sun."

Cherik expressed his willingness to be bound for Tai, who was then permitted to visit his family. And the poor man, thankful for his short respite, hurried away to his home.

The time for his return had nearly expired; the sun was just ready to set; but Tai had not returned. His substitute, Cherik, was led in chains to the place of execution; the headsman had already lifted the axe to strike the blow, when in the distance was seen a man running at the top of his speed. The exclamations of the people caused the executioner to stay his hand; in another moment Tai, covered with dust and perspiration, burst through the crowd, mounted the scaffold, and threw himself before Cherik. Removing him gently from the block, he placed his own head ready for the stroke, saying, "I die well satisfied, having come in time to deliver thee, Cherik."

The whole company was moved to tears. The monarch's superstition was overcome by this exhibition of devotion: he stepped forward, and said, "I have never known anything more to be admired. Thou, Tai, art the model of that fidelity with which one ought to keep his word; and thou, Cherik, hast a soul not to be equalled in generosity. I abolish, in favor of you, an odious law, which barbarity alone has introduced among us."—*Scholar's Companion.*

PERSEVERANCE can sometimes equal genius in its results. "There are only two creatures," says the Eastern proverb, "which can surmount the pyramids—the eagle and the snail!"

A DESPERATE CASE.

"As a rule," say Drs. Starkey and Palen, "our patients belong to that large class of invalids who have failed to get relief from skilled physicians, or from the use of drugs or patent remedies. Their diseases are chronic; frequently of many years' standing, and often so deeply entrenched in some vital organ that cure becomes almost a miracle. They come to us in despair of help from any other source, catching at our Compound Oxygen Treatment as a drowning man catches at a straw. The marvel is, that of these apparently hopeless cases, so many are ameliorated, greatly helped or radically cured, by the subtle agent we administer. Cases which we have hesitated to undertake, and which in spite of our discouraging answers when an opinion was asked, were placed in our care, have rapidly improved almost from the beginning, and steadily progressed to a cure—as much to our surprise and gratification often as to that of the patients and their friends."

Their Treatise on Compound Oxygen, its nature, action and results, with reports of cases and full information, sent free. Drs. STARKEY & PALEN, 1109 and 1111 Girard st., Philadelphia, Pa.

BOOK DEPARTMENT.

NEW BOOKS.

AN INTRODUCTION TO THE STUDY OF ENGLISH LITERATURE AND LITERARY CRITICISM. By Prof. James Baldwin. Vol. II.—Prose. Philadelphia: John D. Potter & Co. Price \$1.50.

An examination of this new text-book of English prose and prose writers will insure a favorable opinion of it. Its method is a distinct one and admirably facilitates an acquaintanceship with the historians, critics, essayists, novelists and descriptive writers who have contributed the more solid, if less fanciful, half of English Literature. It is praiseworthy in the author to abandon the old-fashioned chronological treatment of his subject. The preferred plan is the one which we find adopted by him, namely, take up a subject, and thoroughly and completely treat it before dropping it. All systematic teachers of literature will commend this; it takes untold fatigue away from the study of prose and is responsive to a natural demand of one's patience. Broken-dose arrangement is not always bad, but certain it is that the student in literature prefers, and with good reason, to have the subjects of fiction, history, travel and adventure, essays, political economy, theology and philosophy, served him separately; such subjects are the grand divisions, as it were, of English prose, and each subject should be traveled over sufficiently well before leaving it and journeying to another. No deference to the order of the years should interfere to cut up and distribute these subjects promiscuously. We observe, too, an agreeable practice of the author in appending a list of reference works to the conclusion of each subject as treated. If the parallel course of reading, so well marked out by these reference lists be pursued, the knowledge of English prose which results will be all but absolutely complete. Whether or not a compendium like this one should be written by a critic and contain criticisms upon the productions which it describes, is an open question, and this journal will not attempt to decide it, but it is manifest from the first few pages before us that Mr. Baldwin has confessedly shrunk from all pretensions to criticism. Readers of Taine, Shaw and other "literatures" will, on taking up Baldwin, have to suffer a conspicuous absence of the critic and there may be thoughts of acclimatization, or sudden barometric changes, or something like that, but still there are reasons which go counter on the subject. The plan of refraining from all rhetorical or critical effort, permits undivided attention to the writing which is written about, and this is surely advantageous; on the other hand, critical estimate by the author saves countless trips to the library, many long hours of reading, and, occasionally, enables one to converse most fluently and familiarly on literary topics without the hard labors of research. The question is indeed an open one. This volume completes the work of Mr. Baldwin, English Poetry having been the title of the companion volume, and it would seem to illustrate the author's ideas with all necessary adequacy. The value of the work is very decided, and the free use of it in the acquisition of information concerning English Literature can neither injure nor encumber the student.

THOMAS JEFFERSON. By John T. Morse, Jr. Boston: Houghton, Mifflin & Co. \$1.25.

This volume is the latest of the "American Statesmen" series, and though coming pretty far down in the list it will be found to possess an attractiveness equal to any of the preceding biographies. Mr. Morse has been necessarily confined within fixed limits in his account of Jefferson, and the standpoint which is consistently occupied throughout is that of a sketcher for the benefit of general readers. The subject is full of interest, perhaps possessing more living interest than any of the subjects previously treated in this admirable series. As Jeffersonian ideas of governmental science have been either actually put into execution or else constantly discussed from the days they were made known until now, they may be truly said to be living ideas. Hence it is that the story of that life

which had its morning in "a thin and raw-boned young man, six feet two and one-half inches tall with red hair and gray eyes," and its evening in "a benevolent looking old man of eighty odd years," must be a readable thing for Americans of to-day. Mr. Morse has not overlooked any of the more important work, official and otherwise, which gave Thomas Jefferson his great reputation, and if the present epitome has faults they are not those of omission. His career is well traced without superfluous language and in good short sentences of facts,—from boyhood and college, through the Virginia law office, House of Burgesses, in Congress, as Governor, as Minister abroad, in the Cabinet, as Vice-President, as President and, finally, to its decline at Monticello. The authorship of the Declaration of Independence is given prominence by the biographer, and quite properly, as certain expressions of doubt on that subject have of late years tended to detract from Jefferson's really indisputable credit. In putting his final period to the work Mr. Morse says: "As the 4th of July, 1826, approached he was known by himself and by all the affectionate family circle gathered around him to be dying. He expressed a strong desire to live until that day should dawn; yet he seemed so weak, and the last laggard hours moved so slowly that his friends, to whom this wish of his seemed to have such a sanctity that they could not bear to have him disappointed, even in the almost unconscious hour of departure, feared that he would not endure so long. But life ebbed slowly from that strong frame. It was nearly one o'clock on that great day when he expired. John Adams was dead at Quincy a few hours earlier, with the words, 'Thomas Jefferson still survives,' struggling from his lips at the moment before they became silent forever. The triple coincidence is more singular than anything else of the kind in history."

FANCHETTE. By one of Her Admirers. Boston: James R. Osgood & Co. \$1.00.

The newest of the mysterious "Round Robin Series" of novels, tells us an interesting story of American life without employing American characters to any considerable extent. The prominent personages in the plot are the Rajah of an East-Indian State, a wise Buddhist Priest, a Russian Nihilist, and a Parisian Actress. The volume is gotten up in the same handsome style of printing and binding which distinguishes the series.

IDEAS FOR A SCIENCE OF GOOD GOVERNMENT. By Peter Cooper, LL. D., New York: Trow's Printing and Bookbinding Company. \$1.50.

During his long and useful life Mr. Cooper was a close observer of public measures and he enjoyed for a great many years an intercourse with statesmen and eminent writers in politics. In January last he gathered together all of his writings on The Currency and The Tariff, consisting of letters to various men in public life, petitions to Congress, newspaper articles and interviews, and speeches, and delivered them into the printer's hands because, as his preface says, "this compilation may contribute to a science of good government." The volume contains many truths about currency and tariff which do not bear upon current questions; the views expressed being not at all up with the times, but rather suited to the bygone days of Albert Gallatin and Robert J. Walker. As autobiography the collection of papers is fraught with no little interest and New York especially will have a kindly concern in the history of the business transactions of him who so often benefitted her people. The work is a handy octavo well finished in type and binding and containing an excellent

steel plate frontispiece of Mr. Cooper. In view of the philanthropist's recent death it seems a fitting memorial volume.

MAGAZINES.

The Popular Science Monthly for April, will be found to have a good list of articles. "Nature and Limits of the Science of Politics," by Prof. Sheldon Amos, LL. D.; "The Economic Function of Vice," by John McElroy; "Curiosities of Superstition, III," by Felix L. Oswald; "The Census and the Forests," by N. H. Egleston; "Speculation on Matter," by H. H. Bates; "Legal Status of Servant Girls," by O. C. Lyman; "New York Geological Survey," by James Hall, LL. D.; "Origin of the Calendar and Astrology," by Prof. W. Forster; "Sketch of Increase Allen Lapham," by the Editor.

Number 42 of the cheap *Humboldt Library*, published by J. Fitzgerald, New York, is "The History of the Science of Politics," by Frederick Pollock. It is a grouping under a single title of the articles by the author which appeared serially in the *Fortnightly Review* between August, 1882, and January, 1883. Price 15 cents.

NOTES.

Messrs. J. R. Osgood & Co., have in press the biography of Longfellow written by the poet's brother, Rev. Samuel Longfellow. The biographies which have issued since the poet died have proved, nine tenths of them, unworthy their subject and people may well afford to await this forthcoming work.

The recent death of the last son of William Wordsworth is likely to prove an event of no little importance in literary circles. He had in his possession a large number of letters and other papers which, it is said, show conclusively that much of the poet's reputation properly belongs to his sister Mary. These papers have fallen into the hands of a member of the family who wishes justice for his grand aunt.

Readers in England are complaining that the delicate covers of the volumes of the "Parchment Library" are a mistake. For a short time, they say nothing could be more dainty; but the delicate white is soon soiled; ere long the cover warps; it will not open easily and absolutely refuses to close completely, and no one can feel quite comfortable with a book which is always gaping unless it has a paper weight on the top of it.

A bill for abolishing the time-honored three days of grace was introduced in the New York Assembly and will be put upon its passage before the close of the session, April 21. The *Book-keeper* begs its readers who are interested in the matter to urge upon their representatives in the Senate and in the Assembly the desirability of the reform. The petitions circulated in New York City were signed by many of the best citizens and business houses.

From the house of Lee & Shepard comes a small "paper" volume in emerald green covers entitled "The Battle of the Moy, or, How Ireland Gained her Independence." A glance at the title gives an idea that the book refers to a very remote time from the present, as the island mentioned now seems not to have gained any appreciable independence. So it proves and the remoteness of time extends ahead into the future; the whole history being imaginary and relating to the years 1892 and 1894. Though fictitious the little work is not without interest and people who are concerned for Ireland may see in it a possible solution of her present political difficulties. Those who have read the "Battle of Dorking," which created such a stir in England some time ago, will certainly appreciate the ingenious idea conceived and carried out in imagination by the anonymous author of the "Battle of the Moy."



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Publisher's Department.

Cowperthwait & Co., of Philadelphia, publish a standard series of books for use in primary schools. Among these publications are Monroe's Primary Reading Charts, which have an enviable popularity with teachers; Monroe's Readers, prepared with great care and with all improvements in illustrations, typography and binding; and, notably, Francis W. Parker's Arithmetical Charts. Each of these publications has indisputable and practical value. The prices will be found elsewhere.

The Text Books for public schools, seminaries, academies and colleges, published by the house of J. B. Lippincott & Co., Philadelphia, have a marked claim to consideration at the hands of teachers and pupils in the United States. Our readers will find a reminder of them on the first page of the JOURNAL this week.

On the last page of the JOURNAL will be found the announcement of William Wood & Co., calling attention to the New Edition of Brown's English Grammars, which have lately been thoroughly revised by Henry Kiddle, late Supt. of Schools in New York City. It seems to us unnecessary to add anything in praise of those grammars, they are as well known to teachers and school officers as Webster's or Worcester's Dictionary and cannot be excelled by any other grammar published. We may add that we are pleased to notice the prosperity of the firm, who are now occupying sumptuous quarters at 56 and 58 Lafayette Place and where teachers and those interested in educational matters, will always receive a cordial welcome at the hands of Mr. Griffith, who is one of the most genial and courteous gentlemen we ever have become acquainted with.

A notable clearance sale is that of Messrs. N. Tibbals & Sons, 124 Nassau street, N. Y. They are about disposing of an immense stock of Sunday school and standard books left over from the last holidays. Catalogues may be had free.

A series of school books which have always spoken their own merits is that published by J. H. Butler, 925 Chestnut street, Philadelphia, and known separately as "The Franklin Arithmetics," "The Franklin Algebra" and "Worcester's Spellers."

At the stores of Baker, Pratt & Co., 19 Bond street, New York, may be found each article in its most desirable shape and at reasonable prices—a most complete assortment of school-room supplies. Their school desk is the well-known "Triumph," or dove-tailed desk, and the black-board articles are the very best. They keep always on hand every kind of apparatus fitted for sale for every grade of schools, and can fill any order no matter how large at very short notice.

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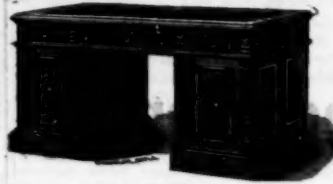
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ON the whole, far more harm is done by irresolution than by precipitation.—DINAH MULOOCK-CRAIK.

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"Was lost, but is found."

UNDER date of July 9, 1882, Mr. E. B. BRIGHT, of Windsor, Conn., writes a plain, modest narrative, which, from its very simplicity, has the true ring of fine gold. He says:—

"My father is using Hunt's Remedy and seems to be improving, in fact, he is very much better than he has been for a long time. He had been tapped three times. The first time they got from him sixteen quarts of water, the second time thirteen quarts, and fully as much more the third time, and he would constantly fill up again every time after he had been tapped, until he commenced using Hunt's Remedy, which acted like magic in his case, as he began to improve at once, and now his watery accumulation passes away through the secretions naturally, and he has none of that swelling or filling up which was so frequent before the functions of the kidneys were restored by the use of Hunt's Remedy. He is a well-known citizen of this place, and has always been in business here."

Again he writes, Nov. 27, 1882,—

"I beg most cheerfully and truthfully to state, in regard to Hunt's Remedy, that its use was the saving of my father's life. I spoke to you in my previous letter in regard to his being tapped three times. It is the most remarkable case that has ever been heard of in this section. For a man of his age (sixty years) it is a most remarkable cure. He had been unable to attend to his business more than a year, and was given up by the doctors."

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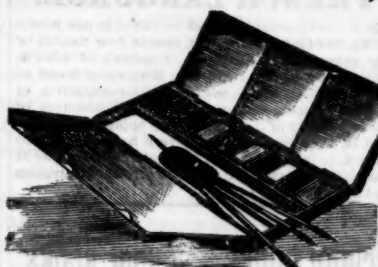
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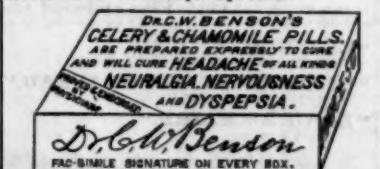
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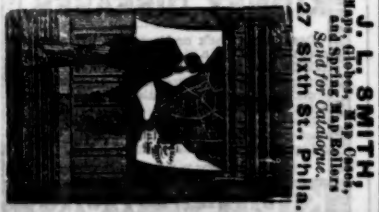
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